

## 4 Grammar, Vocabulary, and Pronunciation **A**

### GRAMMAR

#### 1 Underline the correct word(s).

Example: If we leave now, we should / *should have* get to the cinema by 8.00.

- Anita *must* / *must have* speak Chinese very well. She lived in Shanghai for ten years.
- They *can't* / *must* have been at home; no one came to the door when I knocked.
- They *can't* / *should* be having a good picnic. It's raining and they don't have an umbrella.
- He *might* / *couldn't* have been playing the piano for very long because he doesn't play well at all.
- Bruno's *sure to* / *bound* get the job. He's got excellent qualifications.
- I'm afraid Malek's *unlikely* / *won't* to be here in time for the party.
- Carrie *definitely* / *will definitely* get a promotion next month.
- We'll *probably* / *probably be* start working at about seven tomorrow morning.

8
---

#### 2 Complete the sentences with the correct words.

Example: Not until you say you're sorry will we discuss the problems we're having.

~~you say~~ say you you're say

- Not only \_\_\_\_\_ late, you're also not dressed properly.  
you are are you you're
- Never \_\_\_\_\_ such a silly excuse.  
have I heard I heard I have heard
- \_\_\_\_\_ Arthur arrived than he and Evan started to fight.  
As soon No sooner had Sooner than
- Only when you watch someone make a basket \_\_\_\_\_ what an art it is.  
you do realize you realize do you realize
- Not until I see the money with my own eyes \_\_\_\_\_ that you have been paid.  
will I believe do I believe I believe
- Rarely \_\_\_\_\_ so relaxed.  
have felt I have felt have I felt

6
---

#### 3 Is the sentence right or wrong? Write *correct* or *incorrect*.

- Not only he is my brother, he is also my best friend.  
\_\_\_\_\_
- It's unlikely that he'll be on time for the meeting.  
\_\_\_\_\_
- She may not be the right person for the job.  
\_\_\_\_\_
- They'll probably be a little late. We can wait.  
\_\_\_\_\_
- Carlos is bound being here soon. He's not usually late.  
\_\_\_\_\_
- I don't think we should ask him to join us. He's not definitely the party type.  
\_\_\_\_\_

6
---

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

### VOCABULARY

#### 4 Underline the odd word out.

Example: whistle whisper mumble click

- bang buzz giggle tap
- mumble groan scream slam
- tick sigh whisper yell
- rattle drip click whisper
- drip splash hoot slurp
- crash crunch bang sniff

6
---

#### 5 Complete the words in the sentences.

Example: A story that makes you feel sad is **d***epressing*.

- An **i**\_\_\_\_\_ story is one that seems unlikely or difficult to believe.
- My mum doesn't like reading reviews before going to see a film. She says they are full of **s**\_\_\_\_\_.
- The book was very light and **e**\_\_\_\_\_, just what you want from a summer read.
- A story that makes you cry or makes you feel strong emotion can be described as **m**\_\_\_\_\_.
- I really struggled to finish the book you lent me; it was so **h**\_\_\_\_\_.

## 4 Grammar, Vocabulary, and Pronunciation **A**

- 6 The film we watched last night was very **t**\_\_\_\_\_; we stayed up till 2 a.m. talking about it.
- 7 You have to read this novel! A **h**\_\_\_\_\_ story that you won't find easy to get out of your mind.

	7
--	---

### 6 Complete the sentences with one word.

Example: Informal conversation, often with strangers, is called *small* talk.

- 1 When people are frightened, hurt, or overly excited they often \_\_\_\_\_ out loud.
- 2 People who often repeat sounds or words as they speak are said to have a \_\_\_\_\_.
- 3 When people hear a familiar tune they often \_\_\_\_\_ along.
- 4 It is considered very bad manners to \_\_\_\_\_ your tea loudly.
- 5 Someone who is unable to speak is \_\_\_\_\_.
- 6 A book that is so exciting and interesting that you find it impossible to put down is often described as \_\_\_\_\_.
- 7 A book that is interesting because of its unusual nature is described as \_\_\_\_\_.

	7
--	---

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

### PRONUNCIATION

#### 7 Match the words to the same sound.

approached   **fees**   smooth   **sob**   vast   whistle

Example: buzz   *fees*

- 1 hiss   \_\_\_\_\_, \_\_\_\_\_
- 2 barely   \_\_\_\_\_
- 3 tick   \_\_\_\_\_, \_\_\_\_\_

	5
--	---

#### 8 Underline the stressed syllable.

Example: child|care

- 1 im|plau|si|ble
- 2 mere|ly
- 3 in|trigu|ing
- 4 prox|im|i|ty
- 5 con|tin|u|al|ly

	5
--	---

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

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

## 4 Reading and Writing **A**

### READING

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

### LOST IN TRANSLATION?

There's a well-known story in the world of literary translators about the translator who was thrilled to see his work appear at great length in an article in a prestigious magazine. He had translated a number of novels by a little-known Scandinavian novelist, who he believed had been neglected and not received the attention or praise he deserved. He had dedicated much of his working life to trying to get this novelist some recognition. The article agreed with his assessment of the novelist's work and illustrated its view of his worth by quoting long passages from the translations.

But something was missing. The translator searched in vain for a mention of his name. It didn't appear anywhere. The translator's joy at the coverage of his favourite author was considerably spoiled by this. He felt that he himself should have had some recognition in the article. The implication was that the translations had just appeared from nowhere, or even perhaps that the novelist had done them himself. It was as if the translator did not exist, and all the efforts he had made had never happened.

This incident raises a fundamental question about the status and function of the literary translator. Most people would agree that it was wrong of the magazine to omit any mention of the translator. However, it is also true that readers themselves operate in exactly the same way, and for them it is also as if the translator didn't exist. When people read a translation of a novel, they want to feel they are reading what the novelist, and not someone else, wrote. They don't want to be reminded that they are not reading, and would not be able to read, the original novel as created by the novelist. The translator has fulfilled a necessary function for them, but they do not wish to know who the translator was or pay any attention to what they have done. Readers are simply the receivers of what the translator does. So even though we might wish for direct contact with the novelist, we depend on the translator.

In this global age, translators have become even more important. More and more works of fiction are being translated into more and more languages. Readers are now able to experience and understand other cultures more than ever through the reading of translated novels. The works of more and more novelists are now accessible to people in other parts of the world. This applies not only to new novels, but also to fresh translations of old classics. The adventurous reader can now enjoy novels from many eras and many cultures that previously they would not have been able to.

And central to this is the translator, working heroically to come up with the translation that captures exactly what is in the original work, and often poorly paid. Although readers may be happy for them to remain obscure, perhaps they should be getting the recognition they deserve.

- What do we learn about the translator mentioned in the first paragraph?
  - He sent an article about a certain novelist to an important magazine.
  - His opinion of a certain novelist was shared by an important magazine.
  - He had worked with a certain novelist on translations of his novels.
- When the translator looked closely at the article, \_\_\_\_\_.
  - he did not mind the fact that his name did not appear
  - he was annoyed that some of the information was false
  - he felt that his own efforts had not been rewarded
- The writer says that the example of the article illustrates \_\_\_\_\_.
  - something that literary translators should realize
  - a general attitude towards literary translators
  - a point often made by literary translators
- The writer says that readers of translated novels \_\_\_\_\_.
  - would prefer to be reading the original work
  - assume that the translation is not as good as the original work
  - are sometimes unaware that it is a translation
- The writer says that readers \_\_\_\_\_.
  - wish to know who the translator was
  - do not wish to know who the translator was
  - want to pay attention to what the translator has done
- The writer says that translators have become even more important in this global age because \_\_\_\_\_.
  - there are fewer translators in the world
  - there aren't many translators who can do a good job
  - more works of fiction are being translated in more languages

**4 Reading and Writing** **A**

- 7 When talking about the global age, the writer emphasizes \_\_\_\_\_.
- A the variety of fiction now available to readers
- B the importance of fiction in comparison with other forms of literature
- C the number of readers who may read a particular work of fiction
- 8 The writer uses the phrase 'working heroically' in the last paragraph in order to \_\_\_\_\_.
- A describe how enjoyable translation work can be
- B make a joke about translators
- C express sympathy with translators
- 9 What is the main topic of the article?
- A Changing attitudes to translators
- B The importance of translators
- C What translators are trying to do
- 10 Which of the following does the writer express in the article as a whole?
- A Understanding of why translators do not receive recognition
- B Annoyance at the attitude of some readers
- C Doubts about the whole idea of reading translated novels

Reading total  10**WRITING**

Write a review of a film or book for an online magazine. Write approximately 250 words.

Writing total  10Reading and Writing total  20

## 4 Listening and Speaking **A**

### LISTENING

- 1 Listen to five people talking about various books. Match the speakers (1–5) to what they say about the books (A–H).

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

A I'm planning to read some more of it one day.

B I felt it was the wrong time for me to read it.

C I found it rather confusing.

D I read it all in a short time.

E I wouldn't like it if I read it now.

F The story was rather upsetting for me.

G I benefited from studying it.

H I found out that I didn't need to read it.

5

- 2 Listen to a talk about the history of Muzak. Complete the sentences using no more than three words.

1 Muzak's inventor developed it from work he had done on technology connected with \_\_\_\_\_.

2 When radio became widespread, Muzak was no longer in demand in \_\_\_\_\_.

3 Muzak's product for workplaces arranged music in order of how \_\_\_\_\_ it was.

4 Until 1968, all of Muzak's music was played by the \_\_\_\_\_ at the company.

5 The company does not want to be known for producing \_\_\_\_\_.

5

Listening total  10

### SPEAKING

- 1 Ask your partner these questions.

1 Which noises annoy you the most?

2 When do you talk to strangers?

3 What kind of books interest you the most?

4 If you wrote a book, what kind of book would it be?

5 Is translating a book easy or hard? Why?

- 2 Now answer your partner's questions.

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

1 'In modern life, it is very hard to get to know new people.'

2 'It is best to read reviews of a book before buying it.'

3 'You should always read the last page of the book first.'

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

Speaking total  20

Listening and Speaking total  30

## 4 Grammar, Vocabulary, and Pronunciation **B**

### GRAMMAR

#### 1 Complete the sentences with the correct words.

Example: Not until you say you're sorry will we discuss the problems we're having.

~~you say~~ say you you're say

- Not only \_\_\_\_\_ late, you're also not dressed properly.  
you are are you you're
- Rarely \_\_\_\_\_ so relaxed.  
have felt I have felt have I felt
- Never \_\_\_\_\_ such a silly excuse.  
have I heard I heard I have heard
- Only when you watch someone make a basket \_\_\_\_\_ what an art it is.  
you do realize you realize do you realize
- \_\_\_\_\_ Arthur arrived than he and Evan started to fight.  
As soon No sooner had Sooner than
- Not until I see the money with my own eyes \_\_\_\_\_ that you have been paid.  
will I believe do I believe I believe

	6
--	---

#### 2 Underline the correct word(s).

Example: If we leave now, we should / *should have* get to the cinema by 8.00.

- Carrie *definitely* / *will definitely* get a promotion next month.
- They *can't* / *must* have been at home; no one came to the door when I knocked.
- Anita *must* / *must have* speak Chinese very well. She lived in Shanghai for ten years.
- He *might* / *couldn't* have been playing the piano for very long because he doesn't play well at all.
- I'm afraid Malek's *unlikely* / *won't* to be here in time for the party.
- Bruno's *sure to* / *bound* get the job. He's got excellent qualifications.
- They *can't* / *should* be having a good picnic. It's raining and they don't have an umbrella.
- We'll *probably* / *probably be* start working at about seven tomorrow morning.

	8
--	---

#### 3 Is the sentence right or wrong? Write *correct* or *incorrect*.

- She may not be the right person for the job.  
\_\_\_\_\_
- Not only he is my brother, he is also my best friend.  
\_\_\_\_\_
- They'll probably be a little late. We can wait.  
\_\_\_\_\_
- Carlos is bound being here soon. He's not usually late.  
\_\_\_\_\_
- It's unlikely that he'll be on time for the meeting.  
\_\_\_\_\_
- I don't think we should ask him to join us. He's not definitely the party type.  
\_\_\_\_\_

	6
--	---

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

### VOCABULARY

#### 4 Underline the odd word out.

Example: whistle whisper mumble click

- tick sigh whisper yell
- mumble groan scream slam
- bang buzz giggle tap
- drip splash hoot slurp
- rattle drip click whisper
- crash crunch bang sniff

	6
--	---

#### 5 Complete the sentences with one word.

Example: Informal conversation, often with strangers, is called small talk.

- A book that is so exciting and interesting that you find it impossible to put down is often described as \_\_\_\_\_.
- When people are frightened, hurt, or overly excited they often \_\_\_\_\_ out loud.
- When people hear a familiar tune they often \_\_\_\_\_ along.
- People who often repeat sounds or words as they speak are said to have a \_\_\_\_\_.
- Someone who is unable to speak is \_\_\_\_\_.

## 4 Grammar, Vocabulary, and Pronunciation **B**

- 6 It is considered very bad manners to \_\_\_\_\_ your tea loudly.
- 7 A book that is interesting because of its unusual nature is described as \_\_\_\_\_.

 7

### 6 Complete the words in the sentences.

Example: A story that makes you feel sad is **d***epressing*.

- An **i**\_\_\_\_\_ story is one that seems unlikely or difficult to believe.
- A story that makes you cry or makes you feel strong emotion can be described as **m**\_\_\_\_\_.
- The film we watched last night was very **t**\_\_\_\_\_; we stayed up till 2 a.m. talking about it.
- My mum doesn't like reading reviews before going to see a film. She says they are full of **s**\_\_\_\_\_.
- The book was very light and **e**\_\_\_\_\_, just what you want from a summer read.
- I really struggled to finish the book you lent me; it was so **h**\_\_\_\_\_.
- You have to read this novel! A **h**\_\_\_\_\_ story that you won't find easy to get out of your mind.

 7

Vocabulary total	<input type="text"/>	<b>20</b>
------------------	----------------------	-----------

### PRONUNCIATION

#### 7 Match the words to the same sound.

approached fees smooth sob vast whistle

Example: buzz *fees*

- barely \_\_\_\_\_
- hiss \_\_\_\_\_, \_\_\_\_\_
- tick \_\_\_\_\_, \_\_\_\_\_

 5

#### 8 Underline the stressed syllable.

Example: child|care

- prox|im|i|ty
- im|plau|si|ble
- in|trigu|ing
- mere|ly
- con|tin|u|al|ly

 5

Pronunciation total	<input type="text"/>	<b>10</b>
---------------------	----------------------	-----------

Grammar, Vocabulary, and Pronunciation total	<input type="text"/>	<b>50</b>
--	----------------------	-----------

## 4 Reading and Writing **B**

### READING

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

### LOST IN TRANSLATION?

There's a well-known story in the world of literary translators about the translator who was thrilled to see his work appear at great length in an article in a prestigious magazine. He had translated a number of novels by a little-known Scandinavian novelist, who he believed had been neglected and not received the attention or praise he deserved. He had dedicated much of his working life to trying to get this novelist some recognition. The article agreed with his assessment of the novelist's work and illustrated its view of his worth by quoting long passages from the translations.

But something was missing. The translator searched in vain for a mention of his name. It didn't appear anywhere. The translator's joy at the coverage of his favourite author was considerably spoiled by this. He felt that he himself should have had some recognition in the article. The implication was that the translations had just appeared from nowhere, or even perhaps that the novelist had done them himself. It was as if the translator did not exist, and all the efforts he had made had never happened.

This incident raises a fundamental question about the status and function of the literary translator. Most people would agree that it was wrong of the magazine to omit any mention of the translator. However, it is also true that readers themselves operate in exactly the same way, and for them it is also as if the translator didn't exist. When people read a translation of a novel, they want to feel they are reading what the novelist, and not someone else, wrote. They don't want to be reminded that they are not reading, and would not be able to read, the original novel as created by the novelist. The translator has fulfilled a necessary function for them, but they do not wish to know who the translator was or pay any attention to what they have done. Readers are simply the receivers of what the translator does. So even though we might wish for direct contact with the novelist, we depend on the translator.

In this global age, translators have become even more important. More and more works of fiction are being translated into more and more languages. Readers are now able to experience and understand other cultures more than ever through the reading of translated novels. The works of more and more novelists are now accessible to people in other parts of the world. This applies not only to new novels but also to fresh translations of old classics. The adventurous reader can now enjoy novels from many eras and many cultures that previously they would not have been able to.

And central to this is the translator, working heroically to come up with the translation that captures exactly what is in the original work, and often poorly paid. Although readers may be happy for them to remain obscure, perhaps they should be getting the recognition they deserve.

- What do we learn about the translator mentioned in the first paragraph?
  - He sent an article about a certain novelist to an important magazine.
  - His opinion of a certain novelist was shared by an important magazine.
  - He had worked with a certain novelist on translations of his novels.
- When the translator looked closely at the article, \_\_\_\_\_.
  - he did not mind the fact that his name did not appear
  - he was annoyed that some of the information was false
  - he felt that his own efforts had not been rewarded
- The writer says that the example of the article illustrates \_\_\_\_\_.
  - something that literary translators should realize
  - a general attitude towards literary translators
  - a point often made by literary translators
- The writer says that readers of translated novels \_\_\_\_\_.
  - would prefer to be reading the original work
  - assume that the translation is not as good as the original work
  - are sometimes unaware that it is a translation
- The writer says that the readers \_\_\_\_\_.
  - wish to know who the translator was
  - do not wish to know who the translator was
  - want to pay attention to what the translator has done
- The writer says that translators have become even more important in this global age because \_\_\_\_\_.
  - there are fewer translators in the world
  - there aren't many translators who can do a good job
  - more works of fiction are being translated in more languages

**4 Reading and Writing** **B**

- 7 When talking about the global age, the writer emphasizes \_\_\_\_\_.
- A the variety of fiction now available to readers
- B the importance of fiction in comparison with other forms of literature
- C the number of readers who may read a particular work of fiction
- 8 The writer uses the phrase 'working heroically' in the last paragraph in order to \_\_\_\_\_.
- A describe how enjoyable translation work can be
- B make a joke about translators
- C express sympathy with translators
- 9 What is the main topic of the article?
- A Changing attitudes to translators
- B The importance of translators
- C What translators are trying to do
- 10 Which of the following does the writer express in the article as a whole?
- A Understanding of why translators do not receive recognition
- B Annoyance at the attitude of some readers
- C Doubts about the whole idea of reading translated novels

Reading total  10**WRITING**

Write a review of a film or book for an online magazine. Write approximately 250 words.

Writing total  10Reading and Writing total  20

## 4 Listening and Speaking **B**

### LISTENING

- 1 Listen to five people talking about various books. Match the speakers (1–5) to what they say about the books (A–H).

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

- A The story was rather upsetting for me.  
 B I'm planning to read some more of it one day.  
 C I found it rather confusing.  
 D I found out that I didn't need to read it.  
 E I read it all in a short time.  
 F I wouldn't like it if I read it now.  
 G I felt it was the wrong time for me to read it.  
 H I benefited from studying it.

5

- 2 Listen to a talk about the history of Muzak. Complete the sentences using no more than three words.

- 1 Muzak's inventor developed it from work he had done on technology connected with \_\_\_\_\_.  
 2 When radio became widespread, Muzak was no longer in demand in \_\_\_\_\_.  
 3 Muzak's product for workplaces arranged music in order of how \_\_\_\_\_ it was.  
 4 Until 1968, all of Muzak's music was played by the \_\_\_\_\_ at the company.  
 5 The company does not want to be known for producing \_\_\_\_\_.

5

Listening total  10

### SPEAKING

- 1 Answer your partner's questions.  
 2 Now ask your partner these questions.  
 1 What is your favourite sound?  
 2 What noises do you most commonly hear when you are walking in the street?  
 3 What's the best book you've ever read?  
 4 What kind of books do teenagers read these days?  
 5 Why should people get to know their neighbours?  
 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 'Modern technology involves a lot of annoying sounds.'  
 2 'Books are the best way of learning about people and life.'  
 3 'I think that reading books is a waste of time.'

Speaking total  20

Listening and Speaking total  30

**Grammar, Vocabulary, and Pronunciation**

**GRAMMAR**

- 1** 1 must  
2 can't  
3 can't  
4 couldn't  
5 sure to  
6 unlikely  
7 will definitely  
8 probably

- 2** 1 are you  
2 have I heard  
3 No sooner had  
4 do you realize  
5 will I believe  
6 have I felt

- 3** 1 incorrect  
2 correct  
3 correct  
4 correct  
5 incorrect  
6 incorrect

**VOCABULARY**

- 4** 1 giggle  
2 slam  
3 tick  
4 whisper  
5 hoot  
6 sniff

- 5** 1 implausible  
2 spoilers  
3 entertaining  
4 moving  
5 heavy-going  
6 thought-provoking  
7 haunting

- 6** 1 scream  
2 stammer or stutter  
3 hum  
4 slurp  
5 mute  
6 gripping  
7 intriguing

**PRONUNCIATION**

- 7** 1 smooth, whistle  
2 sob  
3 approached, vast

- 8** 1 implausible  
2 merely  
3 intriguing  
4 proximity  
5 continually

**Reading and Writing**

**READING**

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

- 2 1 military signals  
2 people's homes  
3 stimulating  
4 in-house orchestra  
5 elevator music

**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 you
  - 2 have I felt
  - 3 have I heard
  - 4 do you realize
  - 5 No sooner had
  - 6 will I believe

- 2**
- 1 will definitely
  - 2 can't
  - 3 must
  - 4 couldn't
  - 5 unlikely
  - 6 sure to
  - 7 can't
  - 8 probably

- 3**
- 1 correct
  - 2 incorrect
  - 3 correct
  - 4 incorrect
  - 5 correct
  - 6 incorrect

#### VOCABULARY

- 4**
- 1 tick
  - 2 slam
  - 3 giggle
  - 4 hoot
  - 5 whisper
  - 6 sniff

- 5**
- 1 gripping
  - 2 scream
  - 3 hum
  - 4 stammer or stutter
  - 5 mute
  - 6 slurp
  - 7 intriguing

- 6**
- 1 implausible
  - 2 moving
  - 3 thought-provoking
  - 4 spoilers
  - 5 entertaining
  - 6 heavy-going
  - 7 haunting

#### PRONUNCIATION

- 7**
- 1 sob
  - 2 whistle, smooth
  - 3 vast, approached

- 8**
- 1 proximity
  - 2 implausible
  - 3 intriguing
  - 4 merely
  - 5 continually

### Reading and Writing

#### READING

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

- 2 1 military signals  
2 people's homes  
3 stimulating  
4 in-house orchestra  
5 elevator music

**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)