

9 Grammar, Vocabulary, and Pronunciation **A**

GRAMMAR

1 Complete the sentences with one word.

Example: I think he had a good time even though he didn't say so.

- 1 She went to Paris _____ didn't see the Eiffel Tower.
- 2 **A** Did you go to the party?
B No, but Joanne _____. She said it was a lot of fun.
- 3 I felt really sad when _____ realized that Mina had left without saying goodbye.
- 4 You didn't help make dinner last night, but you really should _____.
- 5 **A** Are you going to the office picnic tomorrow?
B I suppose _____, unless it rains.
- 6 **A** Did Amanda get the job she wanted?
B I'm afraid _____. They offered it to someone else.
- 7 The kids wanted to go to the lake, but I told them not _____. It's too far.
- 8 Brett said I would enjoy the concert, but I don't think I _____. I've never liked jazz, so I'd probably be bored.

8

2 Order the words to make questions and sentences.

Example: joys the many are language a learning of
The joys of learning a language are many.

- 1 my I used motorcycle brother's _____.
- 2 Anita's I to went a at party _____.
- 3 remember you can price the car of the _____?
- 4 of I'm father's friend a your _____.
- 5 is my an English cousin teacher _____.
- 6 pot that you see can flower _____?
- 7 director Nikolai a is company _____.

7

3 Underline the correct word(s).

Example: Should I make chicken soup / *soup of chicken* for dinner tonight?

- 1 She is *my brother's friend* / *the friend of mine*, but we don't talk often.
- 2 This is my colleague Jonathan. He works with *my brother* / *the brother of me*.
- 3 I haven't been to China, but *I'd love go* / *I'd love to*.
- 4 I thought I'd be able to join you for the film, but *I can't* / *I don't*.
- 5 I know she liked the surprise party, but she *doesn't say so* / *didn't say so*.

5

Grammar total	20
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VOCABULARY

4 Underline the odd word(s) out.

Example: day trip touristy city break guided tour

- 1 trait grumpy fussy serene
- 2 a nest a hive a horse a tank
- 3 dog bark kennel veal
- 4 roar grunt stable squeak
- 5 scratch paws beak fins
- 6 spit bite sting wings

6

5 Complete the words in the sentences.

Example: We went on a package tour to Greece last year.

- 1 Instead of a nose and mouth, a bird has a sharp **b**_____.
- 2 The blue whale, the giant panda, and the snow leopard are all endangered **sp**_____.
- 3 Some animals can be bred in **c**_____, for example in zoos.
- 4 In the UK, people who keep horses in **i**_____ conditions can be prosecuted and their horses will be taken away from them.
- 5 When my uncle finds something funny, he grunts like a **p**_____. It makes me cringe.
- 6 May works for an animal **ch**_____ that looks after retired greyhounds.

6

9 Grammar, Vocabulary, and Pronunciation **A**

6 Complete the words in the sentences.

Example: A light dish served at the beginning of a meal is called a *starter*.

- For **d**_____, I'd like to have chocolate cake and ice cream, please.
- I eat almost everything except for **s**_____. Fish and mussels and so on make me feel ill.
- One way to get rid of the lumps in icing sugar is to pour it through a **s**_____.
- I was very surprised when I learnt that **p**_____ eggs are cooked in water with vinegar.
- The chef decorated the main dishes with some **ch**_____ parsley before he sent it out with the waiter.
- My mum used to have her coffee with **wh**_____ cream on top. It looked fabulous, but it must have tasted very rich.
- When you don't know how to cook, even choosing the right **u**_____ is a difficult task.
- Tim's brownies are delicious. They taste very **ch**_____.

	8
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Vocabulary total		20
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PRONUNCIATION

7 Match the words to the same sound.

drain fur ~~kick~~ peeled potato spit

Example: sting *kick*

- wings _____
- beak _____
- grated _____, _____
- herbs _____

	5
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8 Underline the stressed syllable.

Example: con|ven|tional

- shell|fish
- scram|bled
- po|ta|to
- ba|king
- sand|wich

	5
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Pronunciation total		10
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Grammar, Vocabulary, and Pronunciation total		50
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9 Reading and Writing **A**

READING

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

LEARNING ABOUT ANIMALS AT SCHOOL

How do children learn about wildlife? And is what they learn the sort of thing they should be learning? It is my belief that children should not just be acquiring knowledge of animals, but also developing attitudes and feelings towards them based on exposure to the real lives of animals in their natural habitats. But is this happening?

Some research in this area indicates that it is not. Learning about animals in school is often completely disconnected from the real lives of real animals, with the result that children often end up with little or no understanding or lasting knowledge of them. They learn factual information about animals, aimed at enabling them to identify them and have various abstract ideas about them, but that is the extent of their learning. Children's storybooks tend to personify animals as characters rather than teach about them.

For direct contact with wild and international animals, the only opportunity most children have is visiting a zoo. The educational benefit of this for children is often given as the main reason for doing it, but research has shown that zoo visits seldom add to children's knowledge of animals – the animals are simply like exhibits in a museum that the children look at without engaging with them as living creatures. Children who belong to wildlife or environmental organizations or who watch wildlife TV programmes, however, show significantly higher knowledge than any other group of children studied in research. The studies show that if children learn about animals in their natural habitats, particularly through wildlife-based activities, they know more about them than they do as a result of visiting zoos or learning about them in the classroom.

Research has also been done into the attitudes of children towards animals. It shows that in general terms, children form strong attachments to individual animals, usually their pets, but do not have strong feelings for animals in general. This attitude is the norm regardless of the amount or kind of learning about animals they have at school. However, those children who watch TV wildlife programmes show an interest in and affection for wildlife in its natural environment, and their regard for animals in general is higher.

However, there is evidence that all of this is changing, and changing fast. The advent of the computer and interactive multimedia instruction in schools is changing the way that children learn about and perceive animals. The inclusion of pictures and audio enables children to look at and hear an

animal at the same time. There is evidence that children recall more when they have learnt about animals in this way, and furthermore, this is the case whether the animal is one they were previously familiar or unfamiliar with.

Interactive multimedia instruction has opened up a whole new world of learning about animals. It has made it possible to educate children about wildlife beyond simple facts and to inspire in children an understanding of their real lives and affection and respect for them. This is particularly important in modern urban life, where children's only direct experience of animals is likely to be with domestic pets. Without first-hand experiences of wildlife, children need other ways of gaining an appreciation of and respect for animals. Previously, only the minority of children who belonged to wildlife organizations or watched TV wildlife programmes developed this attitude. Now, computer technology is transforming the way children gain knowledge of wildlife. Games, stories, audio recordings, photographs, films, and spoken narration all combine in multimedia form to present animals as real living creatures, as well as providing factual information about them.

In this way, children can appreciate the unique qualities of different animals and engage with wildlife in a more personal way than in the past. This is important, because what happens to the world's wildlife will depend, to at least some extent, on the attitudes towards animals that people acquire as children. If they learn about them as real, living creatures in their natural habitats, they are more likely to have respect for them and to be concerned about their treatment when they are older.

- 1 What issue does the writer raise in the first paragraph?
 - A The outcome of what children learn about animals.
 - B The amount of learning about animals that children do.
 - C The level of interest that children have in learning about animals.
- 2 What opinion does the writer express in the second paragraph?
 - A Children's learning about animals at school has the wrong emphasis.
 - B What children learn about animals at school is often inaccurate.
 - C Children's storybooks are an effective way of teaching them about animals.
- 3 What does the writer say about zoo visits?
 - A Children don't enjoy them as much as adults think they do.
 - B They have less educational benefit than they are believed to have.
 - C They can be upsetting for some children.

9 Reading and Writing **A**

- 4 What does the writer say about learning about animals in their natural habitats?
- A It is very difficult for most children to do this.
- B It teaches children more about animals than other methods.
- C It requires a lot of effort from children.
- 5 Research shows that children's attitudes to animals _____.
- A differ from what adults might expect them to be
- B depend on whether or not they have pets
- C are not affected by what they learn about them at school
- 6 The writer says that the use of interactive multimedia instruction _____.
- A is most effective for teaching about animals children know nothing about
- B increases the amount that children can remember after lessons
- C works better for some children than for others
- 7 The writer says that in modern urban life, interactive multimedia instruction _____.
- A is a good substitute for direct contact with wildlife
- B is particularly effective for children who do not have pets
- C can relate the lives of animals to children's own lives
- 8 What does the writer say about children who watch TV wildlife programmes?
- A They are very fond of interactive multimedia instruction about animals.
- B They no longer know more about animals than other children.
- C There are now more of them because of interactive multimedia instruction.
- 9 The writer says in the last paragraph that what children learn about animals at school _____.
- A has an effect on how their personalities develop
- B may change as they get older
- C will have some effect on attitudes to wildlife in the future

- 10 The writer's main point in the text as a whole is that _____.
- A children should learn about how animals really live
- B children enjoy learning about animals with interactive multimedia instruction
- C some children are much more interested in animals than others

Reading total	10
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WRITING

Read the beginning of an email to Simon from a friend and then write an email to the restaurant. It should be approximately 250 words.

Hi Simon,

As you know, I went to Edinburgh last weekend to see Alex. We had a great time except that we spent way too much money on a very mediocre meal.

We went to The Dragon, which according to the website, serves exceptional food at affordable prices. We didn't look at the menu before going in so we couldn't believe it when we saw the prices. I wanted to leave, but Alex thought it would be rude. The waiters couldn't explain half the dishes on the menu – they had to ask the chef. The air conditioning wasn't working, and it was incredibly hot. The food, when it finally arrived, wasn't even very good (everything tasted the same) and the portions were tiny.

I'm going to email the restaurant and complain. It was a complete waste of money!

Apart from that, the weekend was wonderful...

Writing total	10
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Reading and Writing total	20
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9 Listening and Speaking **A**

LISTENING

1 Listen to five people discussing issues connected with animals. Match the speakers (1–5) to what their main topic is (A–H).

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

A people who think their attitude to animals makes them superior

B people whose attitude to animals is inconsistent

C the way attitudes to animals have changed

D the danger presented by certain animals

E the difficulties involved in treating certain animals well

F the conditions in which certain animals are kept

G people who assume their attitude towards certain animals is widely shared

H people who take no interest in animals at all

5

2 Listen to five people talking about things that went badly wrong when they were cooking. Match the speakers (1–5) to what caused their problem (A–H).

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

A forgetting how to make something

B cooking a large amount of food at once

C reading a recipe incorrectly

D cooking something for too long

E not knowing how to prepare a particular ingredient

F a belief that something was ready to be eaten

G an attempt to do something impressive

H being given incorrect information

5

Listening total 10

SPEAKING

1 Ask your partner these questions.

1 How good are you at cooking?

2 What are the most common dishes in your country?

3 What's your favourite animal?

4 Which animal frightens you the most?

5 Why is it important to learn about animals?

2 Now answer your partner's questions.

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

1 'Frozen foods have been a terrible invention.'

2 'Too many animals are badly treated.'

3 'Cooking is not something that I enjoy doing.'

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

Speaking total 20

Listening and Speaking total 30

9 Grammar, Vocabulary, and Pronunciation **B**

GRAMMAR

1 Underline the correct word(s).

Example: Should I make chicken soup / *soup of chicken* for dinner tonight?

- This is my colleague Jonathan. He works with *my brother* / *the brother of me*.
- I know she liked the surprise party, but she *doesn't say so* / *didn't say so*.
- She is *my brother's friend* / *the friend of mine*, but we don't talk often.
- I haven't been to China, but *I'd love go* / *I'd love to*.
- I thought I'd be able to join you for the film, but *I can't* / *I don't*.

5

2 Order the words to make questions and sentences.

Example: joys the many are language a learning of
The joys of learning a language are many.

- remember you can price the car of the _____?
- Anita's I to went a at party _____.
- of I'm father's friend a your _____.
- is my an English cousin teacher _____.
- director Nikolai a is company _____.
- pot that you see can flower _____?
- my I used motorcycle brother's _____.

7

3 Complete the sentences with one word.

Example: I think he had a good time even though he didn't say so.

- Brett said I would enjoy the concert, but I don't think I _____. I've never liked jazz, so I'd probably be bored.
- A** Did you go to the party?
B No, but Joanne _____. She said it was a lot of fun.
- You didn't help make dinner last night, but you really should _____.

- She went to Paris _____ didn't see the Eiffel Tower.
- A** Are you going to the office picnic tomorrow?
B I suppose _____, unless it rains.
- A** Did Amanda get the job she wanted?
B I'm afraid _____. They offered it to someone else.
- I felt really sad when _____ realized that Mina had left without saying goodbye.
- The kids wanted to go to the lake, but I told them not _____. It's too far.

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Grammar total 20

VOCABULARY

4 Complete the words in the sentences.

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- When my uncle finds something funny, he grunts like a **p**_____. It makes me cringe.
- May works for an animal **ch**_____ that looks after retired greyhounds.

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5 Underline the odd word(s) out.

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- trait grumpy fussy serene
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- roar grunt stable squeak
- spit bite sting wings

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9 Grammar, Vocabulary, and Pronunciation **B**

6 Complete the words in the sentences.

Example: A light dish served at the beginning of a meal is called a *starter*.

- One way to get rid of the lumps in icing sugar is to pour it through a s_____.
- I eat almost everything except for s_____. Fish and mussels and so on make me feel ill.
- I was very surprised when I learnt that p_____ eggs are cooked in water with vinegar.
- Tim's brownies are delicious. They taste very ch_____.
- The chef decorated the main dishes with some ch_____ parsley before he sent it out with the waiter.
- For d_____, I'd like to have chocolate cake and ice cream, please.
- My mum used to have her coffee with wh_____ cream on top. It looked fabulous, but it must have tasted very rich.
- When you don't know how to cook, even choosing the right u_____ is a difficult task.

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Vocabulary total		20
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PRONUNCIATION

7 Underline the stressed syllable.

Example: con|ven|tional

- po|ta|to
- shell|fish
- ba|king
- scram|bled
- sand|wich

	5
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8 Match the words to the same sound.

drain fur ~~kick~~ peeled potato spit

Example: sting *kick*

- grated _____, _____
- beak _____
- wings _____
- herbs _____

	5
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Pronunciation total		10
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Grammar, Vocabulary, and Pronunciation total		50
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9 Reading and Writing **B**
READING

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animal at the same time. There is evidence that children recall more when they have learnt about animals in this way, and furthermore, this is the case whether the animal is one they were previously familiar or unfamiliar with.

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In this way, children can appreciate the unique qualities of different animals and engage with wildlife in a more personal way than in the past. This is important, because what happens to the world's wildlife will depend, to at least some extent, on the attitudes towards animals that people acquire as children. If they learn about them as real, living creatures in their natural habitats, they are more likely to have respect for them and to be concerned about their treatment when they are older.

- 1 What issue does the writer raise in the first paragraph?
 - A The level of interest that children have in learning about animals.
 - B The outcome of what children learn about animals.
 - C The amount of learning about animals that children do.
- 2 What opinion does the writer express in the second paragraph?
 - A What children learn about animals at school is often inaccurate.
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 - C Children's storybooks are an effective way of teaching them about animals.
- 3 What does the writer say about zoo visits?
 - A Children don't enjoy them as much as adults think they do.
 - B They have less educational benefit than they are believed to have.
 - C They can be upsetting for some children.

9 Reading and Writing **B**

- 4 What does the writer say about learning about animals in their natural habitats?
- A It is very difficult for most children to do this.
- B It requires a lot of effort from children.
- C It teaches children more about animals than other methods.
- 5 Research shows that children's attitudes to animals _____.
- A are not affected by what they learn about them at school
- B depend on whether or not they have pets
- C differ from what adults might expect them to be
- 6 The writer says that the use of interactive multimedia instruction _____.
- A works better for some children than for others
- B is most effective for teaching about animals children know nothing about
- C increases the amount that children can remember after lessons
- 7 The writer says that in modern urban life, interactive multimedia instruction _____.
- A is particularly effective for children who do not have pets
- B can relate the lives of animals to children's own lives
- C is a good substitute for direct contact with wildlife
- 8 What does the writer say about children who watch TV wildlife programmes?
- A They no longer know more about animals than other children.
- B They are very fond of interactive multimedia instruction about animals.
- C There are now more of them because of interactive multimedia instruction.
- 9 The writer says in the last paragraph that what children learn about animals at school _____.
- A has an effect on how their personalities develop
- B may change as they get older
- C will have some effect on attitudes to wildlife in the future

- 10 The writer's main point in the text as a whole is that _____.
- A some children are much more interested in animals than others
- B children should learn about how animals really live
- C children enjoy learning about animals with interactive multimedia instruction

Reading total	10
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WRITING

Read the beginning of an email to Simon from a friend and then write an email to the restaurant. It should be approximately 250 words.

Hi Simon,

As you know, I went to Edinburgh last weekend to see Alex. We had a great time except that we spent way too much money on a very mediocre meal.

We went to The Dragon, which according to the website, serves exceptional food at affordable prices. We didn't look at the menu before going in so we couldn't believe it when we saw the prices. I wanted to leave, but Alex thought it would be rude. The waiters couldn't explain half the dishes on the menu – they had to ask the chef. The air conditioning wasn't working, and it was incredibly hot. The food, when it finally arrived, wasn't even very good (everything tasted the same) and the portions were tiny.

I'm going to email the restaurant and complain. It was a complete waste of money!

Apart from that, the weekend was wonderful...

Writing total	10
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Reading and Writing total	20
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9 Listening and Speaking **B**

LISTENING

1 Listen to five people discussing issues connected with animals. Match the speakers (1–5) to what their main topic is (A–H).

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

A the danger presented by certain animals

B people who think their attitude to animals makes them superior

C the way attitudes to animals have changed

D people who take no interest in animals at all

E the conditions in which certain animals are kept

F people whose attitude to animals is inconsistent

G the difficulties involved in treating certain animals well

H people who assume their attitude towards certain animals is widely shared

5

2 Listen to five people talking about things that went badly wrong when they were cooking. Match the speakers (1–5) to what caused their problem (A–H).

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

A an attempt to do something impressive

B cooking a large amount of food at once

C reading a recipe incorrectly

D being given incorrect information

E cooking something for too long

F not knowing how to prepare a particular ingredient

G forgetting how to make something

H a belief that something was ready to be eaten

5

Listening total 10

SPEAKING

1 Answer your partner's questions.

2 Now ask your partner these questions.

1 What's your favourite meal?

2 What's your opinion of celebrity chefs?

3 Which animals do you have most contact with?

4 What are the most common pets in your country?

5 What is your opinion of zoos?

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 'Everyone should be taught how to cook at school.'

2 'There is no reason for anyone to have a pet.'

3 'I think that there aren't enough zoos in the world.'

Speaking total 20

Listening and Speaking total 30

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1 1 but
2 did
3 I
4 have
5 so
6 not
7 to
8 would

- 2 1 I used my brother's motorcycle.
2 I went to a party at Anita's.
3 Can you remember the price of the car?
4 I'm a friend of your father's.
5 My cousin is an English teacher.
6 Can you see that flower pot?
7 Nikolai is a company director.

- 3 1 my brother's friend
2 my brother
3 I'd love to
4 I can't
5 didn't say so

VOCABULARY

- 4 1 trait
2 a horse
3 veal
4 stable
5 scratch
6 wings

- 5 1 beak
2 species
3 captivity
4 inhumane
5 pig
6 charity

- 6 1 dessert
2 seafood
3 sieve
4 poached
5 chopped
6 whipped
7 utensils
8 chocolatey

PRONUNCIATION

- 7 1 spit
2 peeled
3 drain, potato
4 fur

- 8 1 shellfish
2 scrambled
3 potato
4 baking
5 sandwich

Reading and Writing

READING

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

- 2 1 E
2 B
3 H
4 F
5 G

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 my brother
2 didn't say so
3 my brother's friend
4 I'd love to
5 I can't
- 2** 1 Can you remember the price of the car?
2 I went to a party at Anita's.
3 I'm a friend of your father's.
4 My cousin is an English teacher.
5 Nikolai is a company director.
6 Can you see that flower pot?
7 I used my brother's motorcycle.
- 3** 1 would
2 did
3 have
4 but
5 so
6 not
7 I
8 to

VOCABULARY

- 4** 1 beak
2 species
3 captivity
4 inhumane
5 pig
6 charity
- 5** 1 scratch
2 a horse
3 trait
4 veal
5 stable
6 wings
- 6** 1 sieve
2 seafood
3 poached
4 chocolatey
5 chopped
6 dessert
7 whipped
8 utensils

PRONUNCIATION

- 7** 1 potato
2 shellfish
3 baking
3 scrambled
3 sandwich
- 8** 1 potato, drain
2 peeled
3 spit
4 fur

Reading and Writing

READING

- 1 B
2 B
3 B
4 C
5 A
6 C
7 C
8 A
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 A
2 E
3 F
4 H
5 B

- 2 1 F
2 B
3 D
4 H
5 A

SPEAKING**Interactive communication and oral production:**

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