

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

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

VOCABULARY

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

PRONUNCIATION

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

Reading and Writing**READING**

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

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer is easy to understand. (4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

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

Listening and Speaking**LISTENING**

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

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

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

Grammar and Vocabulary: The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)