

ANSWER KEY

Grammar

- 1**
1 telling
2 giving
3 receiving
4 to reply
5 to go
- 2**
1 C
2 A
3 D
4 A
5 B
- 3**
1 was going to sell
2 had decided
3 had been asking
4 riding
5 to give

Vocabulary

- 4**
1 do
2 makes
3 making
4 taking
5 do
- 5**
1 gift
2 wandering
3 memorise
4 bewildered
5 recall
- 6**
1 researchers
2 definition
3 participants
4 conclusions
5 impressive

Reading

- 7**
1 C
2 A
3 B
4 D
5 D
6 A
- 8**
1 A
2 A
3 C
4 B
5 A
6 B

Use of English

- 9**
1 B
2 D
3 C
4 B
5 C
6 C
7 B
8 B

Listening

- 10**
1 problem
2 work
3 optimum
4 blinds
5 release
- 11**
1 F
2 F
3 T
4 T
5 T

ANSWER KEY

Writing

12

Sample answer

Recently there has been a lot of discussion about how important it is for students to get enough sleep. People say students need plenty of sleep so that their brains develop correctly. One solution is for schools to start later in the morning. Personally, I think this solution would have both advantages and disadvantages.

The biggest advantage would be that students would go to bed at the normal time and sleep the required number of hours.

This would give them enough time in the evening to do their homework, to eat and to relax a little bit. It would also be a lot healthier to get a full eight or even ten hours sleep. The next day we would be a lot more alert at school and probably learn more.

The biggest disadvantage would be that school would finish later. Many students like me do after-school activities like sports or extra English classes. If school finished later, we might have to give these up.

The decision to start school later would also affect parents. Some parents take their children to school in the morning before they go to work, others collect their children at the end of the day. This change might be a benefit for some and a disadvantage for others.

All in all, I believe that starting school later would have greater benefits than drawbacks. Teenagers only have one brain and it is important that we develop it correctly. If we get enough sleep, it could have a positive effect on the rest of our lives. (258)

Marking criteria

Use the marking criteria below to give a score out of 10.

- 9–10** Complete and coherent, accurate and appropriate.
- 7–8** Complete, mainly accurate, rarely inappropriate.
- 5–6** Minor omissions, minor irrelevances, minor inaccuracies, sometimes inappropriate.
- 3–4** Major omissions, some irrelevances, noticeable inaccuracies, often inappropriate.
- 1–2** Major omissions and irrelevances, noticeable inaccuracies, often inappropriate.
- 0** Content irrelevant. Too short or too incomprehensible to mark.

Speaking

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Sample answers

- 1** Tell me something about your best friend.
My best friend is Paul. We've known each other since primary school. We both like windsurfing and helping each other with our problems.
- 2** Do you prefer travelling by car or by train?
Personally, I prefer travelling by train because it is more relaxing than the car. Sometimes I get quite nervous with other people's driving but on the train I can do things and move about if I want to.
- 3** Tell me about a film you have seen that you enjoyed.
Mmm. That's a difficult question. There are so many. I loved *Toy Story 3* because it was so exciting but made me laugh and cry. In fact, all three *Toy Story* films are excellent.
- 4** What did you do last summer?
Last summer we went up the coast to stay in Blanes. It's the village where my parents are from. We visited my grandparents and most days we went to the beach.
- 5** What would you like to study in the future?
I'm not sure. I like maths and technology so maybe something related to engineering. My dream job would be to design computer systems for Formula 1 cars so an engineering qualification would be really useful.

Marking criteria

Use the marking criteria below to give a score out of 10.

- 9–10** Full contribution sometimes expanded. Range of basic and complex structures, accurate and well-organised. Pronunciation clear and mostly precise.
- 7–8** Full contribution. Basic and some complex structures, accurate and well-organised. Pronunciation mostly clear and precise.
- 5–6** Adequate contribution. Basic and some complex structures, generally accurate and well-organised. Pronunciation mostly clear. Some imprecisions.
- 3–4** Adequate contribution. Basic structures, generally accurate and some organisation. Pronunciation mostly clear. Noticeable imprecisions.
- 1–2** Limited contribution. Basic structures, often inaccurate but some organisation. Pronunciation not always clear. Many imprecisions.
- 0** Very limited contribution. Basic structures, mostly inaccurate and little organisation. Pronunciation not clear or precise.