

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 could / was able to
 - 2 managed to / was able to
 - 3 can't / won't be able to
 - 4 being able
 - 5 Could / Can
 - 6 wasn't able to / couldn't
 - 7 can / 'll be able to
 - 8 can't
 - 9 be able to
 - 10 not being able to
- 2**
- 1 have
 - 2 Should
 - 3 must
 - 4 needn't
 - 5 need to
 - 6 don't have to
 - 7 had
 - 8 ought
 - 9 has to
 - 10 mustn't

VOCABULARY

- 3**
- 1 poured
 - 2 tip
 - 3 recommend
 - 4 bowls
 - 5 sent
 - 6 order
 - 7 course
 - 8 knife
- 4**
- 1 c
 - 2 a
 - 3 f
 - 4 b
 - 5 d
- 5**
- 1 tape
 - 2 torch
 - 3 sew
 - 4 tap
 - 5 set
 - 6 ladder
 - 7 hammer

PRONUNCIATION

- 6**
- 1 cork|screw
 - 2 re|pair
 - 3 screw|dri|ver
 - 4 ser|vi|ette
 - 5 a|ssem|ble
- 7**
- 1 salt and pepper
 - 2 bread and butter
 - 3 knife and fork
 - 4 milk and sugar
 - 5 oil and vinegar

Reading and Writing**READING**

- 1 F
- 2 D
- 3 A
- 4 E
- 5 G

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 B
 - 2 A
 - 3 C
 - 4 A
 - 5 C
- 2**
- 1 F
 - 2 D
 - 3 C
 - 4 E
 - 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. (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)