

Answer key

EXAM PRACTICE 1

Reading

- 0 b 6 c
- 1 d 7 a
- 2 c 8 a
- 3 a 9 d
- 4 c 10 c
- 5 a

Listening

- 0 men
- 1 stereotypes
- 2 popular
- 3 self-image
- 4 gentleman
- 5 intelligent
- 6 examples
- 7 social
- 8 dinner

Use of English

- 0 of
- 1 in
- 2 in
- 3 by
- 4 of
- 5 up
- 6 around
- 7 off
- 8 that

Speaking

Students' own answers

Writing

Students' own answers

EXAM PRACTICE 2

Reading

- 0 B
- 1 C
- 2 F
- 3 I
- 4 K
- 5 A
- 6 J
- 7 D
- 8 E
- 9 G

Extra letter: H

Listening

- 0 T
- 1 T
- 2 F
- 3 T
- 4 F
- 5 T
- 6 F
- 7 T
- 8 F

Use of English

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

Speaking

Students' own answers

Writing

Students' own answers

EXAM PRACTICE 3

Reading

- 0 T
- 1 T
- 2 F
- 3 T
- 4 F
- 5 F
- 6 T
- 7 F
- 8 T

Listening

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

Use of English

- 0 worries
- 1 technically
- 2 generally
- 3 better

- 4 motivating
- 5 worse
- 6 unemployed
- 7 worrying
- 8 damaging
- 9 dangerous
- 10 using

Speaking

Students' own answers

Writing

Students' own answers

EXAM PRACTICE 4

Reading

- 0 F
- 1 D
- 2 H
- 3 G
- 4 B
- 5 I
- 6 C
- 7 A

Extra letter: E

Listening

- 0 boyfriend.
- 1 work
- 2 exhausted
- 3 split up
- 4 afford
- 5 newspaper
- 6 lonely
- 7 an hour

Use of English

- 0 what
- 1 ago
- 2 to
- 3 full
- 4 on
- 5 am
- 6 to
- 7 about
- 8 At
- 9 say
- 10 with
- 11 has

4 Speaking

Students' own answers

5 Writing

Students' own answers

WRITING ASSESSMENT CRITERIA

The following marking guidelines are designed to help you assess your students' written answers to the writing tasks.

Task completion	The student has understood the task, all major content points have been included, and the answer is easy to understand.
Register and format	The language is, broadly speaking, appropriately formal/informal according to the specific task, and the student has attempted to lay out their writing in a suitable way, e.g. headings in a report, paragraphs in a description, appropriate openings/closings in a letter, etc. Ideas are clearly organized.
Grammar	The student uses an appropriate variety of structures and linking devices accurately to achieve the task. Minor errors do not obscure the meaning.
Vocabulary	The student uses a sufficient range of words and phrases to communicate the message clearly.

SPEAKING ASSESMENT CRITERIA

The following marking guidelines are designed to help you assess your students' answers to the speaking tasks.

Assignment	<ul style="list-style-type: none">- student adequately answers the task in a unambiguous manner- student sticks to the topic/style- there is relevancy and clarity of ideas and/or information- the student speaks long enough to cover the points- there is a balance of ideas and/or information
Language means	<ul style="list-style-type: none">- accurate use of language means has a positive impact on the comprehensibility of the message- a range of language is shown- effect of the message on the recipient is positive
Language functions	<ul style="list-style-type: none">- student uses an appropriate variety of structures and linking devices accurately to achieve the task- minor errors do not obscure the meaning
Formal and content coherence	<ul style="list-style-type: none">- logical "orderliness" of ideas and/or information- range and accuracy of means of text coherence- fluency (the student shows attention to pace and planning; hesitation is minimal/natural; self-correction is in evidence)- speech is 'chunked' appropriately
Interactive skills	<ul style="list-style-type: none">- student manages interactive strategies- there is not too much dependence on a partner in communication- the student involves partner in communication
Phonetic features of the language	<ul style="list-style-type: none">- there is clear comprehensibility, pronunciation, intonation, and some example of elision, etc.