Answer key

Test 1
1 1 b 2 f 3 a 4 d 5 c (you don’t need e)
2 1 excitable 2 talkative 3 direct 4 aggressive
5 traditional 6 outgoing 7 arrogant 8 tolerant
9 serious 10 reserved
3 1 up 2 up 3 in 4 in 5 up with
4 1 affectionate 2 sensitive 3 nervous 4 easy-going
5 friendly
5 1 are having 2 is always borrowing 3 think
4 is Mike talking 5 is playing 6 is working
7 am still thinking 8 does that new ice cream taste
6 1 owns 2 travels 3 is working 4 is training
5 is always eating 6 wants 7 is writing
7 Assessment guidelines
10 marks in total. 1 for each of the following:
• suitable informal beginning and ending of the letter
• effective letter opening
• dividing the letter into paragraphs
• ordering the paragraphs appropriately
• grammar mostly accurate
• spelling mostly accurate
• vocabulary mostly accurate
• punctuation mostly correct
• including different aspects of person described
• correct number of words

Speaking
Assessment guidelines
Suggested rating: 1–5. Each student is awarded the following profile description according to his / her participation in the conversation. Teachers can use their judgement in deciding which of the good scores, 4–5, and which of the inadequate scores, 1–2 marks, their students should be awarded.

Good: 4–5
participates effectively in the conversation, asking / answering questions correctly and confidently, obtaining and giving information clearly, and using conversation fillers where appropriate. Use of grammatical structures and vocabulary is mostly accurate and appropriate.

Adequate: 3
participates satisfactorily in most of the conversation, asking / answering questions, obtaining and giving information, and using conversation fillers. Some errors in the use of grammatical structures and vocabulary occur.

Inadequate: 1–2
has difficulty participating in the conversation, asking / answering questions, obtaining and giving information, and using conversation fillers. The use of grammatical structures and vocabulary is frequently inaccurate or inappropriate.

Test 2
1 1 c 2 b 3 d 4 d 5 c
2 1 remember 2 concentration 3 explanation
4 meaning 5 brain 6 senses 7 Observation 8 mind
9 memory 10 remind
3 1 suspect 2 reward 3 speeding 4 judge 5 offence
4 1 out 2 off 3 up 4 off 5 up
5 1 shouldn’t 2 had to 3 can 4 mustn’t
5 didn’t need to 6 should 7 need to 8 couldn’t
9 can’t 10 could
6 1 can’t 2 have to 3 can 4 had to 5 mustn’t
7 Assessment guidelines
10 marks in total. 1 for each of the following:
• suitable informal beginning and ending of the letter
• effective letter opening
• dividing the letter into paragraphs
• ordering the paragraphs appropriately
• grammar mostly accurate
• spelling mostly accurate
• vocabulary mostly accurate
• punctuation mostly correct
• including advice on different points
• correct number of words

Speaking
Assessment guidelines
Suggested rating: 1–5. Each student is awarded the following profile description according to his / her participation in the conversation. Teachers can use their judgement in deciding which of the good scores, 4–5, and which of the inadequate scores, 1–2 marks, their students should be awarded.

Good: 4–5
participates effectively in the conversation, asking / answering questions correctly and confidently, obtaining and giving information clearly, and using conversation fillers where appropriate. Use of grammatical structures and vocabulary is mostly accurate and appropriate.

Adequate: 3
participates satisfactorily in most of the conversation, asking / answering questions, obtaining and giving information, and using conversation fillers. Some errors in the use of grammatical structures and vocabulary occur.

Inadequate: 1–2
has difficulty participating in the conversation, asking / answering questions, obtaining and giving information, and using conversation fillers. The use of grammatical structures and vocabulary is frequently inaccurate or inappropriate.
Test 3
1 1 b 2 a 3 a 4 b 5 a
2 1 ancestors 2 staple diet 3 descendants 4 height
5 mankind 6 average person 7 couch potato
8 hunter-gatherers
3 1 put 2 take 3 put 4 let 5 fall 6 take 7 try
8 give
4 1 tour 2 trip 3 voyage 4 journey
5 1 met, was living 2 hadn’t spoken, was 3 was waiting,
came 4 had, offered 5 were you doing, saw
6 didn’t want, was sleeping 7 took, had finished
8 saw, was working 9 had seen, went 10 was driving, heard
6 1 was raining 2 hadn’t brought 3 was waiting
4 drove 5 had never been

Test 4
1 1 c 2 d 3 a 4 b 5 f (you do not need e)
2 1 fastest-growing 2 demand 3 expand 4 create
5 soar 6 open up 7 good 8 talent 9 suit
10 satisfaction
3 1 dramatic 2 previous 3 minimal 4 commercial
5 complex
4 1 up to 2 count on 3 come up against 4 work out
5 bring about
5 1 she’ll pass 2 you’ll have to go 3 starts
4 I’m going to cook 5 arrives 6 will you help me
7 they’ll win 8 is meeting 9 is going to have
10 She’s visiting
6 1 open 2 will be able to 3 will also be 4 will start
5 will include

7 Assessment guidelines
10 marks in total. 1 for each of the following:
• when it was built and why
• a short description of building
• what life was like there for people
• why it is interesting today
• ordering entry appropriately
• combining sentences appropriately
• using nouns and adjectives appropriately
• starting sentences, and / or paragraphs effectively in different ways
• spelling mostly accurate
• correct number of words

Assessment guidelines
Suggested rating: 1–5. Each student is awarded the following profile description according to his / her participation in the conversation. Teachers can use their judgement in deciding which of the good scores, 4–5, and which of the inadequate scores, 1–2 marks, their students should be awarded.

Good: 4–5
participates effectively in the discussion, asking / answering questions correctly and confidently and using conversation fillers where appropriate. Use of grammatical structures and vocabulary is mostly accurate and appropriate.

Adequate: 3
participates satisfactorily in most of the discussion, asking / answering questions and using conversation fillers. Some errors in the use of grammatical structures and vocabulary occur.

Inadequate: 1–2
has difficulty participating in the discussion, asking / answering questions and using conversation fillers. The use of grammatical structures and vocabulary is frequently inaccurate or inappropriate.

Test 5
1 1 b 2 a 3 e 4 d 5 c
2 1 b 2 a 3 a 4 b 5 b 6 a 7 b 8 b 9 a 10 b
**Answer key**

3 1 set up 2 raise 3 hold 4 pick 5 sum up
4 1 is going without 2 were put off 3 carried on
4 work out 5 hang on to
5 1 must have been 2 must have known
3 might have been 4 can’t have eaten
5 must have liked 6 might not have realised
7 might have gone 8 can’t have known
9 must have been 10 can’t have seen
6 1 because 2 unless 3 although 4 because 5 unless

7 **Assessment guidelines**

10 marks in total. 1 for each of the following:
• explaining the meaning of the title
• writing a paragraph ‘for’ the title
• writing a paragraph ‘against’ the title
• summarising personal views
• linking ideas appropriately
• using appropriate impersonal style
• summarising personal views
• writing a paragraph ‘for’ the title
• writing a paragraph ‘against’ the title
• explaining the meaning of the title

**Speaking**

**Assessment guidelines**

Suggested rating: 1–5. Each student is awarded the following profile description according to his / her participation in the conversation. Teachers can use their judgement in deciding which of the good scores, 4–5, and which of the inadequate scores, 1–2, their students should be awarded.

**Good: 4–5**
participates effectively in the conversation, asking / answering questions correctly and confidently, persuading and deciding, and using conversation fillers where appropriate. Use of grammatical structures and vocabulary is mostly accurate and appropriate.

**Adequate: 3**
participates satisfactorily in most of the conversation, asking / answering questions, persuading and deciding, and using conversation fillers. Some errors in the use of grammatical structures and vocabulary occur.

**Inadequate: 1–2**
has difficulty participating in the conversation, asking / answering questions, persuading and deciding, and using conversation fillers. The use of grammatical structures and vocabulary is frequently inaccurate or inappropriate.

**Progress test 1**

1 1 F 2 F 3 T 4 F 5 T
2 1 affectionate 2 tolerant 3 excitable 4 minimal
5 ambitious 6 sensitive 7 amateur 8 talented
9 easy-going 10 commercial
3 1 a 2 b 3 b 4 b 5 a 6 a 7 b 8 a
9 b 10 a 4 1 put up with 2 worked out 3 put them off
4 find out 5 counts on
5 1 b 2 b 3 a 4 a 5 a 6 b 7 b 8 b
9 b 10 a
6 1 are having 2 was snowing 3 was skiing 4 fell
5 had broken

**Test 6**

1 a, c, d, g, i
2 1 eye contact 2 dress rehearsal 3 facial expression
4 frown 5 clutched 6 posture 7 first impression
8 hand movements 9 body language 10 handshake
3 1 terrified 2 cautious 3 stressed 4 nervous 5 cool
4 1 apprehensive 2 rare 3 ridiculous 4 familiar
5 confident
5 1 Have you told 2 I phoned 3 didn’t answer
4 I’ve already spoken 5 weren’t surprised
Speaking
Assessment guidelines
Suggested rating: 1–5. Each student is awarded the following profile description according to his / her participation in the conversation. Teachers can use their judgement in deciding which of the good scores, 4–5, and which of the inadequate scores, 1–2 marks, their students should be awarded.

Good: 4–5
presents views effectively, discusses advantages and disadvantages / expresses approval and disapproval correctly and confidently, and justifies opinions convincingly. Use of grammatical structures and vocabulary is mostly accurate and appropriate.

Adequate: 3
presents views satisfactorily, discusses advantages and disadvantages / expresses approval and disapproval, and justifies opinions. Some errors in the use of grammatical structures and vocabulary occur.

Inadequate: 1–2
has difficulty in presenting views, discussing advantages and disadvantages / approval and disapproval, and justifying opinions. The use of grammatical structures and vocabulary is frequently inaccurate or inappropriate.

Test 7
1 1 c 2 e 3 a 4 d 5 b
2 1 homeland 2 asylum seekers 3 inhabitants
4 adopted country 5 illegal immigrants 6 refugees
7 residents 8 settlers 9 visitors 10 emigrants
3 1 disturbing 2 keen 3 unmistakeable 4 tough
5 uneventful
4 1 came 2 keep 3 get 4 get 5 gets
5 1 was stolen 2 had been cut 3 is recorded
4 was discovered 5 had been put
6 1 was being asked an important question when the lights went out.
2 had been broken.
3 was stolen from the car park.
4 has been identified as the murderer.
5 wasn’t painted by Manet.
6 will be found.
7 is going to be held in the park.
8 am being met at the airport.
9 is collected every Monday morning.
10 is being repaired now.

Test 8
1 1 F 2 F 3 T 4 F 5 T
2 1 b 2 a 3 a 4 a 5 b 6 b 7 b 8 a
9 a 10 b
3 1 make a run for it 2 on top form 3 at top speed
4 work out 5 in good shape
4 1 hang up 2 put you through to 3 held up
4 call you back 5 get in
**Answer key**

5 1 Janet’s father, who is very clever, works at the bank.
2 That’s the restaurant where we had a meal on my birthday.
3 The car (which / that) Ruth bought last week has broken down already.
4 My best friend, whose name is Alex, went to England last year.
5 The ferry (which / that) we took to France had five restaurants.
6 The hotel, which was by a lake, was very old and beautiful.
7 The man (who / that) I spoke to on the phone told me to call back later.
8 My grandmother, who is seventy-five, took a trip in a helicopter.
9 The story (which / that) I wrote for the competition won first prize.
10 I chose the pair of trainers which were the most expensive.

6 1 which 2 who 3 who 4 0 5 which

7 **Assessment guidelines**

10 marks in total. 1 for each of the following:

- suitable informal beginning and ending of the letter
- effective letter opening
- dividing the letter into paragraphs
- ordering the paragraphs appropriately
- including points from information given in task
- grammar mostly accurate
- vocabulary mostly appropriate
- punctuation mostly correct
- spelling mostly accurate
- appropriate style

**Speaking**

**Assessment guidelines**

Suggested rating: 1–5. Each student is awarded the following profile description according to his / her participation in the conversation. Teachers can use their judgement in deciding which of the good scores, 4–5, and which of the inadequate scores, 1–2 marks, their students should be awarded.

**Good: 4–5**

participates effectively in the conversation, asking / answering questions correctly and confidently, obtaining and giving information clearly, and using conversation fillers where appropriate. Use of grammatical structures and vocabulary is mostly accurate and appropriate.

**Adequate: 3**

participates satisfactorily in most of the conversation, asking / answering questions, obtaining and giving information, and using conversation fillers. Some errors in the use of grammatical structures and vocabulary occur.

**Inadequate: 1–2**

has difficulty participating in the conversation, asking / answering questions, obtaining and giving information, and using conversation fillers. The use of grammatical structures and vocabulary is frequently inaccurate or inappropriate.

**Test 9**

1 1 T 2 F 3 T 4 T 5 F
2 1 endangered species 2 Hunters 3 in the wild
4 tranquillised 5 cages 6 national parks
7 natural disasters 8 trucks 9 conservation 10 jungle
3 1 disaster 2 struggle 3 accident 4 realise 5 precious
4 1 wear off 2 wake up 3 brought about 4 settle into 5 came round
5 1 If I had the qualifications, I’d / I would be a teacher.
2 If I didn’t like Maths, I wouldn’t be studying it.
3 If the rain stops, we can go for a walk.
4 If Rita doesn’t work harder, she’ll lose her job.
5 If I had enough money, I’d buy him a big present.
6 If Ben’s girlfriend is well enough, they’ll go to the cinema.
7 If you don’t slow down, we might / will get a fine for speeding.
8 If someone buys my old car, I’ll buy a new one.
9 If I wasn’t at work, I’d sunbathe in the park.
10 If my car wasn’t in the garage, I’d give you a lift.

6 1 could go 2 had 3 would hurry up 4 didn’t have 5 wasn’t

7 **Assessment guidelines**

10 marks in total. 1 for each of the following:

- using appropriate style
- saying whether the choice would be easy or difficult
- describing where you would like to go
- saying why you would go to these places
- summarising in a conclusion
- grammar mostly accurate
- vocabulary mostly appropriate
- good paragraphing
- good use of linking devices
- spelling mostly correct

**Speaking**

**Assessment guidelines**

Suggested rating: 1–5. Each student is awarded the following profile description according to his / her participation in the conversation. Teachers can use their judgement in deciding which of the good scores, 4–5, and which of the inadequate scores, 1–2 marks, their students should be awarded.

**Good: 4–5**

participates effectively in the discussion, speculating and expressing ideas and personal opinions confidently. Use of grammatical structures and vocabulary is mostly accurate and appropriate.

**Adequate: 3**

participates satisfactorily in most of the discussion, speculating and expressing ideas and personal opinions. Some errors in the use of grammatical structures and vocabulary occur.

**Inadequate: 1–2**

Has difficulty participating in the discussion, speculating and expressing ideas and opinions. The use of grammatical structures and vocabulary is frequently inaccurate or inappropriate.
Test 10
1 1 c 2 b 3 d 4 d 5 a
2 1 idyllic 2 doze 3 hustle and bustle 4 calmly
5 acquire
3 1 amazing 2 desirable 3 optimistic 4 appalling
5 impressed
4 1 in  2 on  3 in  4 on  5 up  6 up  7 after
8 out of  9 up  10 out
5 1 She complained that the meal and the service had been appalling.
2 Susan told Meg she was going to a job interview that day.
3 The director added that he had never seen such good work.
4 Mark suggested going to the football match on Saturday.
5 Jane recommended the restaurant in Silver Street.
6 The teacher agreed with John’s conclusions.
7 The boy confessed that he had stolen the necklace.
8 Ben’s brother promised to help him with the essay.
9 Pat explained that she was late home because she had been to the supermarket.
10 Mark admitted that he had been in the café at 8 o’clock.
6 1 Julian asked Janet what she was reading.
2 The teacher asked the class if they often travelled to London.
3 James asked Bill how many times he had been to Scotland.
4 Ben asked his uncle if he had ever been skiing.
5 Tom asked his mother if she would give him a lift the following afternoon.

7 Assessment guidelines
10 marks in total. 1 for each of the following:
• using an appropriate letter opening
• giving the reason for writing
• giving reasons for wanting the job
• referring to interests
• referring to skills
• referring to experience
• using a suitable ending
• using a suitable formal style
• grammar mostly correct
• vocabulary mostly appropriate

Speaking
Assessment guidelines
Suggested rating: 1–5. Each student is awarded the following profile description according to his / her participation in the conversation. Teachers can use their judgement in deciding which of the good scores, 4–5, and which of the inadequate scores, 1–2 marks, their students should be awarded.

Good: 4–5
participates effectively in the discussion, asking / answering questions correctly, asking for and giving opinions confidently and using conversation fillers where appropriate. Use of grammatical structures and vocabulary is mostly accurate and appropriate.

Adequate: 3
participates satisfactorily in most of the discussion, asking / answering questions, asking for and giving opinions, and using conversation fillers. Some errors in the use of grammatical structures and vocabulary occur.

Inadequate: 1–2
has difficulty participating in the discussion, asking / answering questions, asking for and giving opinions, and using conversation fillers. The use of grammatical structures and vocabulary is frequently inaccurate or inappropriate.

Progress test 2
1 1 d 2 b 3 e 4 a 5 c
2 1 impressed 2 apprehensive 3 uneventful
4 unmistakeable 5 confident
3 1 work out 2 came up with 3 keep up with 4 get by
5 hold up 6 wore off 7 have been brought about
8 take part in 9 pulled out of 10 give up
4 1 consequences 2 residents 3 likely 4 disaster
5 cautious
6 1 which 2 0 3 who 4 where 5 0
7 1 could go 2 had 3 could see 4 ‘ll / will visit
5 wouldn’t / would not be
8 Anne asked Mark if he liked living in London. He said that he had preferred Paris. He asked her when she was going back to America. She said / replied / explained she would be moving back in six months and said / added that she had had a really good time in England.

9 Transcript
Good afternoon. Today we are looking at the life of the world-famous author J.K. Rowling. J.K. Rowling’s life is a bit like a fairytale. Only a few years ago she was struggling on a very small state-assisted income and living in a tiny flat in Edinburgh. Today she is a millionaire. To what does she owe this dramatic change in fortune? The answer is simple: a little boy called Harry Potter. The Potter books have become a fantastic publishing success, and Rowling’s name is heard all over the world.

J.K. Rowling was educated at Exeter University, and went on to become a teacher of English abroad. There she met a man, married him, and had a baby girl. Unfortunately, the marriage didn’t last, leaving Rowling as an unemployed single parent. She wrote the first of the Harry Potter books, Harry Potter and the Philosopher’s Stone, on scraps of paper in a café while her daughter slept beside her. The Scottish Arts Council then gave her a grant to enable her to finish the book and it was subsequently published by a company in London. From that moment on, Harry fever set in.

Right from the start she planned to write seven books in the series: one book for each year Harry spends at Hogwarts Academy. The first one took her five years to write but during that time she was also writing parts of the following six. Today, she is still working from the plan she produced in 1995.

The scale of her success is unlike anything any other writers have experienced. She can no longer give readings in bookshops or theatres because the demand for places is too great, and as a writer and mother she is short of time. If she does public readings she has to do them at very large venues such as sports stadiums. That’s no small achievement for someone who didn’t have an audience in mind when she started writing, but just wrote about the things that entertained her.
1 c 2 b 3 a 4 c 5 b