

### Question A

**Aim:** For students to show that they can write fractions as words.  
**Method:** Work through the example. Set a time limit of three minutes.  
**Marking guide:** 1 mark for each correct word. Take ½ mark off for poor spelling.  
**Total marks:** 9

### Answers

Target words underlined:

½ *a half*  
 ⅓ *a third*  
 ¼ *a quarter*  
 ⅕ *a fifth*  
 ⅙ *a sixth*  
 ⅔ *two thirds*  
 ¾ *three quarters*  
 ⅚ *four fifths*  
 ⅝ *five sixths*  
 ⅒ *a tenth*

### Question B

**Aim:** For students to show that they can equate fractions to percentages and decimals.  
**Method:** Work through the examples. Set a time limit of three minutes.  
**Marking guide:** 1 mark for each correct word.  
**Total marks:** 8

### Answers

Target numbers underlined:

fraction	percentage	decimal
½	50%	0.5
¼	<u>25%</u>	<u>0.25</u>
⅓	<u>c33%</u>	<u>0.33</u>
⅕	<u>20%</u>	<u>0.2</u>
⅒	<u>10%</u>	<u>0.1</u>

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### Question C

**Aim:** For students to show that they can use the correct preposition with key phrases

**Method:** Work through the example. Point out that you can use the same preposition more than once.  
Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct preposition.

**Total marks:** 14

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### Answers

Target words underlined:

- |               |              |             |
|---------------|--------------|-------------|
| 1 listen      | <u>to</u>    | music       |
| 2 ask someone | <u>for</u>   | help        |
| 3 divide      | <u>by</u>    | two         |
| 4 explain it  | <u>to</u>    | me          |
| 5 go          | <u>to</u>    | work        |
| 6 hear        | –            | a sound     |
| 7 know        | –            | the answer  |
| 8 learn       | <u>about</u> | triangles   |
| 9 look        | <u>at</u>    | a flowchart |
| 10 meet       | –            | a person    |
| 11 multiply   | <u>by</u>    | ten         |
| 12 tell       | –            | someone     |
| 13 wait       | <u>for</u>   | a bus       |
| 14 watch      | –            | a film      |
| 15 write      | <u>to</u>    | a friend    |

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## Question D

**Aim:** For students to show that they can remember key paradigmatic and syntactic grammar points from the theme.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct match.

**Total marks:** 5

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### Answers

Target items ticked:

1	I am going	talk to talk ✓ talking talks	about South America this morning.
2	Last month, we	learnt that ✓ taught that learnt about studied	the population of China is over one billion.
3	First, we have English	then we then have then ✓ after	IT.
4	Please write	summary of the a summary the summary of a summary of the ✓	important points after the lesson.
5	Now I know	that to how to ✓ how	find the area of a right-angled triangle.

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## Question E

**Aim:** For students to show that they can construct key questions with correct word order.

**Method:** Work through the example. Set a time limit of ten minutes.

**Marking guide:** 2 marks for each correct question. Give up to 3 marks for good handwriting.

**Total marks:** 13

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### Answers

- 1 *How are you?*
- 2 What am I going to learn about today?
- w What did we do in Geography yesterday?
- 4 Do you know the area of Europe?
- 5 Can you explain this idea to me?
- 6 How long do you get for lunch?

## Question A

**Aim:** For students to show that they can recognize key word sets and identify missing items in a logical sequence.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct word. Take 1 mark off for one spelling mistake.

**Total marks:** 20

## Answers

Target words in underlined:

1	one	two	three	<i>four</i>
2	summer	<u>autumn</u>	winter	spring
3	6 a.m.	noon	6 p.m.	<u>midnight</u>
4	o'clock	<u>quarter past</u>	half past	quarter to
5	always	often	<u>sometimes</u>	never
6	<u>minute</u>	hour	day	week
7	once	<u>twice</u>	three times	four times
8	<u>yesterday</u>	today	tomorrow	the day after tomorrow
9	nearly five past two	exactly five past two	<u>just gone five past two</u>	nearly ten past two
10	cold	<u>cool</u>	warm	hot
11	morning	afternoon	evening	<u>night</u>

## Question B

**Aim:** For students to show that they can recognize common antonyms.

**Method:** Work through the example. Point out that some are not really opposites, just two sides of the same thing, like *learn/teach*. Set a time limit of two minutes.

**Marking guide:** 1 mark for each correct set of matches.

**Total marks:** 9

## Answers

1	learn	10	short
2	dull	8	but
3	a.m.	9	later
4	sun	6	before
5	so	7	further away
6	after	2	bright
7	closer	1	teach
8	and	3	p.m.
9	earlier	5	because
10	long	4	moon

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### Question C

**Aim:** For students to show that they can remember key paradigmatic grammar points from the theme.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct match.

**Total marks:** 10

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### Answers

Target items ticked:

1	She	is never late ✓ never is late never late is late is never	for lessons.
2	They	often sports play sports often play often play sports ✓ sports play often	at the weekend.
3	I write to my parents	all weeks. one time a week. every weeks. once a week. ✓	
4	The Sun rises earlier in summer	because so ✓ then means	there are more hours of daylight.
5	It is hotter in summer	so therefore but because ✓	the heat comes straight from the Sun.

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### Question D

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**Aim:** For students to show that they can construct key questions with correct word order.

**Method:** Work through the example. Set a time limit of ten minutes.

**Marking guide:** 2 marks for each correct question. Give an extra mark for good handwriting.

**Total marks:** 11

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### Answers

- 1 *How are you?*
- 2 When do you usually get up?
- 3 Do you go to college by car or bus?
- 4 How often do you go out in the evening?
- 5 What do you do most weekends?
- 6 Do you ever sleep in the afternoon?

## Question A

**Aim:** For students to show that they can name key items from the theme.

**Method:** Work through the example. Set a time limit of two minutes.

**Marking guide:** 1 mark for each correct word. Take ½ mark off for poor spelling.

**Total marks:** 7

## Answers

- |                  |                 |
|------------------|-----------------|
| 1 <i>leisure</i> | 5 manufacturing |
| 2 agriculture    | 6 transport     |
| 3 construction   | 7 retail        |
| 4 finance        | 8 government    |

## Question B

**Aim:** For students to show that they can form regular and irregular comparatives with correct spelling.

**Method:** Work through the example. Set a time limit of two minutes.

**Marking guide:** 1 mark for each correct word.

**Total marks:** 10

## Answers

- |                 |           |
|-----------------|-----------|
| 1 <i>bigger</i> | 7 lower   |
| 2 closer        | 8 better  |
| 3 drier         | 9 further |
| 4 hotter        | 10 less   |
| 5 colder        | 11 more   |
| 6 higher        |           |

## Question C

**Aim:** For students to show that they can use the correct article with common words and phrases.

**Method:** Work through the example. Remind students that the rule is a speaking rule, not a writing rule. Set a time limit of two minutes.

**Marking guide:** 1 mark for each correct word.

**Total marks:** 10

## Answers

Target words underlined:

- |                             |                                |
|-----------------------------|--------------------------------|
| 1 <u>a</u> company          | 7 <u>an</u> international bank |
| 2 <u>a</u> bank             | 8 <u>an</u> English company    |
| 3 <u>a</u> year             | 9 <u>a</u> university          |
| 4 <u>an</u> accountant      | 10 <u>an</u> office manager    |
| 5 <u>a</u> European company | 11 <u>an</u> average person    |
| 6 <u>an</u> email           |                                |



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## Question D

**Aim:** For students to show that they can remember key paradigmatic grammar points from the theme.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct match.

**Total marks:** 10

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### Answers

Target items ticked:

1	She would like	to working to works to work ✓ work	in retail.
2	He wants	to working to works to work ✓ work	in a bank.
3	I don't think	you should ✓ you shouldn't should you shouldn't you	go there.
4	You should work hard and	should do do ✓ you should should to do	all the homework.
5	My father works	for at as in ✓	manufacturing.

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### Question E

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**Aim:** For students to show that they can construct key questions with correct word order.

**Method:** Work through the example. Set a time limit of ten minutes.

**Marking guide:** 2 marks for each correct question. Give up to 3 marks for good handwriting.

**Total marks:** 13

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### Answers

- 1 *How are you?*
- 2 Why did you leave school at 16?
- 3 What qualifications does she have?
- 4 Do you think I should buy this?
- 5 What would you like to do at the weekend?
- 6 Do you want to work outside?

## Question A

**Aim:** For students to show that they name key items from the theme and spell them correctly.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct word. Take ½ mark off for a mistake in spelling.

**Total marks:** 10

## Answers

- |             |        |
|-------------|--------|
| 1 rain      | 4 fog  |
| 2 lightning | 5 snow |
| 3 cloud     | 6 sun  |

## Question B

**Aim:** For students to show that they can find form regular and irregular superlatives with correct spelling.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct word.

**Total marks:** 10

## Answers

- |                |                 |
|----------------|-----------------|
| 1 the highest  |                 |
| 2 the driest   | 7 the wettest   |
| 3 the foggiest | 8 the windiest  |
| 4 the hottest  | 9 the best      |
| 5 the lowest   | 10 the worst    |
| 6 the sunniest | 11 the furthest |

## Question C

**Aim:** For students to show that they can recognize common collocations.

**Method:** Work through the example. Elicit other first names that could be used. Make sure students realize they only have to put one word in each case. Set a time limit of five minutes.

**Marking guide:** 1 mark for each suitable word – see model answers. Other words are possible – check for reasonable collocations.

**Total marks:** 10

## Answers

Target word underlined – other words are possible – check for reasonable collocation.

- |   |  |
|---|--|
| 1 Tomorrow it will be 35 <u>degrees</u> centigrade. | 7 This reflects <u>sunlight</u> .                          |
| 2 There was <u>light</u> snow this morning.         | 8 This is often <u>brighter</u> than the sun.              |
| 3 The <u>temperature</u> tomorrow will be 30°C.     | 9 On <u>average</u> , the winds in Antarctica are 300 kph. |
| 4 There will be a <u>strong</u> wind.               | 10 The snow is very <u>heavy</u> this morning.             |
| 5 Water in the air <u>freezes</u> .                 | 11 Here is the weather <u>forecast</u> .                   |
| 6 The water becomes <u>ice</u> .                    |  |

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## Question D

**Aim:** For students to show that they can remember key paradigmatic and syntactic grammar points from the theme.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct match.

**Total marks:** 10

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### Answers

Correct answers are ticked:

1	It	is raining rains is going to rain ✓ rain	in a minute.
2	It was	weather like the – ✓	windy last week.
3	It will be sunny	not but or and ✓	very hot.
4	It rained	heavy heavily ✓ heavier hardly	last night.
5	Water in the air becomes ice.	This ✓ These They Ice	reflects sunlight.

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## Question E

**Aim:** For students to show that they can construct key questions with correct word order.

**Method:** Work through the example. Set a time limit of ten minutes.

**Marking guide:** 2 marks for each correct question.

**Total marks:** 10

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### Answers

- 1 *How are you?*
- 2 What was the weather like yesterday?
- 3 Do you think we will have snow later?
- 4 Was there a thunderstorm in the night?
- 5 Is Antarctica the windiest place in the world?
- 6 Is it hotter at the Equator or the poles?

**Question A**

**Aim:** For students to show that they can recognize common abbreviations connected with dimensions.

**Method:** Work through the first example. Explain that half a mark is given for correct spelling. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct word or pair of words. Half a mark for a spelling mistake.

**Total marks:** 7

**Answers**

- |   |                 |                      |
|---|-----------------|----------------------|
| 1 | h               | <i>high / height</i> |
| 2 | l               | long                 |
| 3 | w               | wide                 |
| 4 | km              | kilometres           |
| 5 | m               | metres               |
| 6 | cm              | centimetres          |
| 7 | km <sup>2</sup> | square kilometres    |
| 8 | m <sup>3</sup>  | cubic metres / miles |

**Question B**

**Aim:** For students to show that they can produce the correct irregular superlative.

**Method:** Work through the example. Remind the students about spelling. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct word or pair of words. Half a mark for a spelling mistake.

**Total marks:** 8

**Answers**

- |   |        |                 |
|---|--------|-----------------|
| 1 | good   | <i>the best</i> |
| 2 | bad    | the worst       |
| 3 | far    | the furthest    |
| 4 | little | the least       |
| 5 | many   | the most        |

**Question C**

**Aim:** For students to show that they can use prepositions of place and movement correctly.

**Method:** Work through the example. Point out that the missing information might be one word or two. Set a time limit of ten minutes.

**Marking guide:** 1 mark for each correct word or pair of words. Half a mark for a spelling mistake.

**Total marks:** 15

## Answers

Target words underlined:

I live in Beeton. It is **1** between Ayford and Seaham. Yesterday, I decided to walk **2** to Seaham very early in the morning. I walked **3** through the quiet streets. I went **4** out of the town, **5** away from the shops and the houses. I went **6** over the river bridge. I looked **7** down at the river. It was flowing fast **8** under the bridge. Then I climbed **9** up the hill and walked **10** into Seaham. I wanted to get some money **11** out of the bank. It is **12** next to the supermarket. I heard a noise **13** above me. I looked up. A small plane was flying **14** over the town. It went **15** behind a cloud and I could not see it anymore.

## Question D

**Aim:** For students to show that they can remember key paradigmatic and syntagmatic points from the theme.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct match

**Total marks:** 10

## Answers

1	The Pacific is	the large larges larger the largest ✓	ocean.
2	It	is an area has an area ✓ has area is area	an area of ...
3	It	is also ✓ also is also has has also	the deepest ocean.
4	The Marianas Trench	is a depth of has depth has a depth of ✓ is depth	10,924 m.
5	Tell me.	Which continent ✓ What continent Which of continents What of continents	is the largest?

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### Question E

**Aim:** For students to show that they can construct key questions and direct speech sentences with correct word order.

**Method:** Work through the example. Set a time limit of ten minutes.

**Marking guide:** 2 mark for each correct construction.

**Total marks:** 10

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### Answers

- 1 *How are you?*
- 2 How many continents are there?
- 3 How long ago did Surtsey appear?
- 4 When did Australia split from Gondwanaland?
- 5 Where is the largest river in the world?
- 6 Why isn't Australia the world's largest island?



### Question A

**Aim:** For students to show that they can name items from target thematic sets.

**Method:** Work through the examples. Set a time limit of ten minutes.

**Marking guide:** ½ mark for two correct words in each case. Do not mark for spelling.

**Total marks:** 5

### Answers

Possible answers underlined:

- |                             |   |
|-----------------------------|---|
| 1 temperature scales        | <i>Centigrade, Fahrenheit</i>                         |
| 2 types of school           | <u>pre-school, primary, secondary, junior, senior</u> |
| 3 school subjects           | <u>History, Geography, Maths etc.</u>                 |
| 4 seasons                   | <u>spring, summer, autumn, winter</u>                 |
| 5 bad weather               | <u>fog, wind, lightning, rain</u>                     |
| 6 frequency adverbs         | <u>always, often, sometimes, never</u>                |
| 7 parts of the Solar System | <u>Sun, Moon, The Earth, Space</u>                    |
| 8 employment sector         | <u>construction, manufacturing etc.</u>               |
| 9 types of worker           | <u>manual, manager, office worker, professional</u>   |
| 10 fractions                | <u>half, quarter, one fifth</u>                       |
| 11 types of average         | <u>mean, median, mode</u>                             |

### Question B

**Aim:** For students to show that they can recognize common two-word phrases.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct match.

**Total marks:** 9

### Answers

- |                |                  |
|----------------|------------------|
| 1 Northern     | 5 reason         |
| 2 dry          | 3 education      |
| 3 further      | 9 earnings       |
| 4 low          | 10 day           |
| 5 main         | 1 Hemisphere     |
| 6 religious    | 2 season         |
| 7 right-angled | 7 triangle       |
| 8 sunshine     | 8 hours          |
| 9 weekly       | 6 studies        |
| 10 winter      | 4 qualifications |

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### Question C

**Aim:** For students to show that they can identify the correct preposition to use with common phrases.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** ½ mark for each correct identification.

**Total marks:** 5

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#### Answers

Target words underlined:

- |                                  |             |               |
|----------------------------------|-------------|---------------|
| 1 Explain the idea               | to          | me.           |
| 2 Prepare                        | <u>for</u>  | a lesson.     |
| 3 Be careful                     | <u>with</u> | your answers. |
| 4 Find a way                     | <u>of</u>   | doing it.     |
| 5 Multiply A                     | <u>by</u>   | B.            |
| 6 Tell me the reason             | <u>for</u>  | the problem.  |
| 7 Make the most                  | <u>of</u>   | each lesson.  |
| 8 I don't have a lot             | <u>of</u>   | money.        |
| 9 I don't have enough money      | <u>for</u>  | that book.    |
| 10 It's the hottest place        | <u>in</u>   | the world.    |
| 11 It has an average temperature | <u>of</u>   | 34.6°C.       |

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### Question D

**Aim:** For students to show that they can think of a correct noun collocation for each verb.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** ½ mark for each correct word.

**Total marks:** 5

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#### Answers

Possible answers underlined:

- |   |                             |
|---|-----------------------------|
| 1 divide by two?                              | <i>a number</i>             |
| 2 label?                                      | <u>a map, a diagram</u>     |
| 3 put in files, letters?                      | <u>paper</u>                |
| 4 put in an envelope?                         | <u>a letter</u>             |
| 5 print out?                                  | <u>things on a computer</u> |
| 6 reflect?                                    | <u>light</u>                |
| 7 earn?                                       | <u>money</u>                |
| 8 forecast?                                   | <u>the weather</u>          |
| 9 draw with squares, rectangles and diamonds? | <u>a flowchart</u>          |
| 10 say is light or heavy, but is always wet?  | <u>rain</u>                 |
| 11 employ?                                    | <u>workers</u>              |

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## Question E

**Aim:** For students to show that they can spell target words from the course.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** ½ mark for each correct spelling.

**Total marks:** 5

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### Answers

- 1 today
- 2 tomorrow
- 3 tonight
- 4 company
- 5 autumn
- 6 continue
- 7 yesterday
- 8 retail
- 9 leisure
- 10 agriculture
- 11 manager

## Question F

**Aim:** For students to show that they can remember key paradigmatic and syntactic grammar points from the theme.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct match.

**Total marks:** 9

## Answers

Correct answers are ticked:

1	I am going	talk to talk ✓ talking talks	about IT today.
2	Last lesson, we	learn how to taught how to learnt about learnt to ✓	find the area of a circle.
3	They	are never late ✓ never are late never late are late are never	for lessons.
4	The Sun rises late in winter	because so ✓ then means	there are fewer hours of daylight.
5	It is colder in winter	so therefore but because ✓	the heat hits the Earth at an angle.
6	She would	want to work to work like to work ✓ working	in retail.
7	I don't think	you should ✓ shouldn't you should you you shouldn't	do it.
8	The Sun	is coming out comes out is going to come out ✓ come out	in a minute.
9	It snowed	light lightly ✓ lighter heavy	this morning.

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## Question G

**Aim:** For students to show that they can construct key questions with correct word order.

**Method:** Work through the example. Set a time limit of ten minutes.

**Marking guide:** 2 marks for each correct question. Give up to 2 marks for good handwriting.

**Total marks:** 12

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### Answers

- 1 *How are you?*
- 2 Do you know the area of the UK?
- 3 When do they usually get up?
- 4 How often do you go out at the weekend?
- 5 What do you do most evenings?
- 6 What would you like to do next lesson?
- 7 Why didn't you stay at school?
- 8 Does he want to work inside?
- 9 Do you think we will have rain tomorrow?
- 10 What was the weather like last week?
- 11 Is it colder at the poles or the Equator?

**Question A**

**Aim:** For students to show that they can identify vocabulary items from the first two or three letters and complete them with good spelling.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct word.

**Total marks:** 10

**Answers**

- 1 congratulations
- 1 family
- 2 born
- 3 group/growth
- 4 guest
- 5 century
- 6 party
- 7 present
- 8 thank
- 9 life/live
- 10 age/ago

**Question B**

**Aim:** For students to show that they can recognize common antonyms.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct match.

**Total marks:** 9

**Answers**

- |             |           |
|-------------|-----------|
| 1 old       | 8 future  |
| 2 birth     | 3 single  |
| 3 married   | 10 cry    |
| 4 everybody | 1 young   |
| 5 high      | 7 die     |
| 6 rise      | 2 death   |
| 7 be born   | 9 similar |
| 8 past      | 4 nobody  |
| 9 different | 5 low     |
| 10 laugh    | 6 fall    |

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### Question C

**Aim:** For students to show that they can recognize common collocations.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct match.

**Total marks:** 9

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### Answers

- 1 *East*
- 2 expectancy
- 3 certificate
- 4 party
- 5 temperature
- 6 job
- 7 qualifications
- 8 season
- 9 school
- 10 revision

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### Question D

**Aim:** For students to show that they can remember key paradigmatic and syntactic grammar points from the theme.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct match.

**Total marks:** 10

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### Answers

Correct answers are ticked:

1	The population of the world	rises. are rising. is rising. ✓ rising.	
2	John gave	his mother a present. ✓ a present his mother. to her a present. her it.	
3	The oldest women in history	was died was dead has died died ✓	in 1997.
4	They	are living still are still living ✓ still are living living are still	in Cairo.
5	When someone dies, people in the UK	sometimes bought had bought sometimes buys sometimes sometimes buy ✓	a stone.



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### Question E

**Aim:** For students to show that they can construct key questions with correct word order.

**Method:** Work through the example. Set a time limit of ten minutes.

**Marking guide:** 2 marks for each correct question. Give up to 2 marks for good handwriting.

**Total marks:** 12

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### Answers

- 1 *How are you?*
- 2 Everybody wants coffee, don't they?
- 3 Does anybody know the answer?
- 4 What are the children doing at the moment?
- 5 Did life expectancy continue to rise in the 20<sup>th</sup> century?
- 6 What is happening to the population of Africa?

## Question A

**Aim:** For students to show that they can match forms of transport and people to places.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct tick.

**Total marks:** 16

## Answers

		port	airport	bus station	railway station	road
1	bus			✓		✓
2	bicycle					✓
3	ship	✓				
4	boat	✓				
5	car					✓
6	motorbicycle					✓
7	plane		✓			
8	train				✓	
9	pedestrian					✓
10	passengers	✓	✓	✓	✓	
11	sailors	✓				
12	pilot		✓			
13	crew	✓	✓			

## Question B

**Aim:** For students to show that they form the past tense of common irregular verbs.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct word. No marks for any spelling mistakes.

**Total marks:** 10

## Answers

Target words underlined:

- |    |       |              |
|----|-------|--------------|
| 1  | is    | was          |
| 2  | come  | <u>came</u>  |
| 3  | see   | <u>saw</u>   |
| 4  | hit   | <u>hit</u>   |
| 5  | fall  | <u>fell</u>  |
| 6  | make  | <u>made</u>  |
| 7  | take  | <u>took</u>  |
| 8  | leave | <u>left</u>  |
| 9  | ride  | <u>rode</u>  |
| 10 | fly   | <u>flew</u>  |
| 11 | drive | <u>drove</u> |

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### Question C

**Aim:** For students to show that they can remember key paradigmatic and syntactic grammar points from the theme.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct match.

**Total marks:** 10

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### Answers

Correct answers are ticked:

1	There are three ways to measure safety.	The way One way ✓ A way Another way	is to look at deaths for each method of travel.
2	We	might may could ✓ will	also consider the number of accidents.
3	There are two ways. Shall we use this way or	the other ✓ another other this other	way.
4	The plane was flying at 3,000 metres when the engine.	stops. stopped. ✓ was stopping. has stopped.	
5	When the train crashed, the driver	was dying. had died. has died. died. ✓	

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### Question D

**Aim:** For students to show that they can construct key questions with correct word order.

**Method:** Work through the example. Set a time limit of ten minutes.

**Marking guide:** 2 marks for each correct question. Give up to 4 marks for good handwriting.

**Total marks:** 14

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### Answers

- 1 *How are you?*
- 2 How did you get here?
- 3 Has there been an accident?
- 4 When did the accident happen?
- 5 Have you ever had an accident?
- 6 How fast was the car going?

**Question A**

**Aim:** For students to show that they can recognize common homophones and spell them correctly.

**Method:** Work through the first example. Explain that half a mark is given for correct spelling. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct word or pair of words. Half a mark for a spelling mistake.

**Total marks:** 8

**Answers**

- |   |                   |       |
|---|-------------------|-------|
| 1 | sea               | see   |
| 2 | write             | right |
| 3 | four              | for   |
| 4 | no                | know  |
| 5 | read (past tense) | red   |
| 6 | by                | buy   |
| 7 | two               | to    |
| 8 | meat              | meet  |
| 9 | where             | wear  |

**Question B**

**Aim:** For students to show that they can produce the correct group word for common items.

**Method:** Work through the example. Remind the students about spelling. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct word or pair of words. Half a mark for a spelling mistake.

**Total marks:** 8

**Answers**

Target items underlined:

- 1 Yellow is a colour.
- 2 Handball is a kind of sport.
- 3 A rose is a flower.
- 4 Summer is a season.
- 5 A supermarket is a shop.
- 6 May is a month.
- 7 Saturn is a planet.
- 8 Beef is a kind of meat.
- 9 Snow is a kind of weather.

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### Question C

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**Aim:** For students to show that they can use produce the correct form of common irregular past tenses.

**Method:** Work through the example. Point out that the missing information might be one word or two. Set a time limit of ten minutes.

**Marking guide:** 1 mark for each correct word or pair of words. Half a mark for a spelling mistake.

**Total marks:** 9

---

### Answers

- |    |       |            |
|----|-------|------------|
| 1  | meet  | <i>met</i> |
| 2  | send  | sent       |
| 3  | teach | taught     |
| 4  | tell  | told       |
| 5  | run   | ran        |
| 6  | give  | gave       |
| 7  | bring | brought    |
| 8  | leave | left       |
| 9  | speak | spoke      |
| 10 | take  | took       |

---

## Question D

**Aim:** For students to show that they can remember key paradigmatic and syntagmatic points from the theme.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct match.

**Total marks:** 10

---

### Answers

Target items ticked:

1	At 8.15 p.m. yesterday,	I read I am reading I have read I was reading ✓	a book.
2	My friend	arrive. arrived. ✓ is arriving. was arriving.	
3	'There's a good film on television',	she said. ✓ she says. she is saying. she was saying.	
4	But I said,	'I didn't want 'I am not wanting 'I don't want ✓ 'I was not wanting	to watch it.'
5	So	she went ✓ she goes she is going she was going	into another room to watch it.

---

### Question E

**Aim:** For students to show that they can construct key questions and direct speech sentences with correct word order.

**Method:** Work through the example. Set a time limit of ten minutes.

**Marking guide:** 2 mark for each correct construction. Take half a mark off for punctuation mistakes in #4 and 5. Give up to 5 marks for good handwriting.

**Total marks:** 10

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### Answers

- 1 *How are you?*
- 2 Where were you at 6 p.m. yesterday?
- 3 What did you do to yourself?
- 4 Did she tell you her name?
- 5 'I don't like this kind of film.' she said.
- 6 'What are you doing?' he asked me.



## Question A

**Aim:** For students to show that they can name key items from the course and spell them correctly.

**Method:** Point out that these are all types of television programme. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct identification. Take ½ mark off for spelling mistakes.

**Total marks:** 16

## Answers

- 1 news
- 2 comedy (show)
- 3 music show
- 4 quiz show
- 5 sports programme
- 6 talk show
- 7 soap opera
- 8 gardening

## Question B

**Aim:** For students to show that they can make common collocations of verb and noun.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct match.

**Total marks:** 14

## Answers

- |             |                 |
|-------------|-----------------|
| 1 make      | 8 a television  |
| 2 collect   | 2 stamps        |
| 3 interview | 5 a hobby       |
| 4 take      | 6 soap powder   |
| 5 do        | 7 food          |
| 6 advertise | 3 famous people |
| 7 cook      | 1 a model       |
| 8 turn on   | 4 photographs   |

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## Question C

**Aim:** For students to show that they can remember key paradigmatic and syntactic grammar points from the theme.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct match.

**Total marks:** 10

---

### Answers

Correct answers are ticked:

1	The television programme was	too good. better. very good. ✓ so good.
2	The comedy programme was not	amusing. ✓ amused. amuse. amusement.
3	I was not	amusing. amused. ✓ amuse. amusement.
4	The jokes were not	so funny. too funny. enough funny. funny enough. ✓
5	The novel	made me think. ✓ made think me. made me thought. think me made.

---

### Question D

**Aim:** For students to show that they can construct key questions with correct word order.

**Method:** Work through the example. Set a time limit of ten minutes.

**Marking guide:** 2 marks for each correct question.

**Total marks:** 10

---

### Answers

- 1 *How are you?*
- 2 *Why do you collect stamps?*
- 3 *Did the film make you laugh?*
- 4 *Do you find documentaries interesting?*
- 5 *Do you turn on the television when you get home?*
- 6 *Did you watch the programme last night about cooking?*

### Question A

**Aim:** For students to show that they can identify items in a word set.

**Method:** Work through the example. Set a time limit of ten minutes.

**Marking guide:** 1 mark for each correct column of words. ½ mark if one word in a column is misplaced.

**Total marks:** 5

### Answers

in the office	school subjects	weather	hobbies	TV programmes
<i>letter</i>	History	fog	photography	comedy
envelope	Geography	wind	gardening	soap opera
file	IT	lightning	collecting	documentary
email	Mathematics	thunderstorm	model making	game show

### Question B

**Aim:** For students to show that they can match people and related places.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct match.

**Total marks:** 7

### Answers

1 student	3 office
2 pilot	1 university
3 manager	5 party
4 pedestrian	8 primary school
5 guest	7 port
6 train driver	4 street
7 sailor	2 plane
8 child	6 railway station

---

### Question C

**Aim:** For students to show that they can identify items in a word set and the logical order.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** ½ mark for each correct word. ½ mark if the word is misspelt.

**Total marks:** 5

---

### Answers

Target words underlined:

1	one	two	three	<i>four</i>
2	never	sometimes	often	<u>always</u>
3	<u>yesterday</u>	today	tomorrow	the day after tomorrow
4	spring	summer	<u>autumn</u>	winter
5	hot	warm	cool	<u>cold</u>
6	<u>minute</u>	hour	day	week
7	morning	afternoon	evening	<u>night</u>
8	all	some	a few	<u>most</u>
9	hate	quite like	like	<u>love</u>
10	a quarter	<u>a third</u>	a half	three quarters
11	sunrise	noon	sunset	<u>midnight</u>

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### Question D

**Aim:** For students to show that they can complete common *A and B* phrases.

**Method:** Work through the example. Set a time limit of ten minutes.

**Marking guide:** 1 mark for each suitable word. ½ mark if the word is misspelt.

**Total marks:** 5

---

### Answers

Target words underlined:

- |   |           |   |
|---|-----------|---|
| 1 | tea and   | <i>coffee</i>                               |
| 2 | food and  | <u>drink</u>                                |
| 3 | salt and  | <u>pepper</u>                               |
| 4 | fruit and | <u>vegetables</u>                           |
| 5 | meat and  | <u>fish</u> ; <u>rice</u> ; <u>potatoes</u> |
| 6 | eat and   | <u>drink</u>                                |

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### Question E

**Aim:** For students to show that they can recognize common phrases from the course.

**Method:** Work through the example. Set a time limit of five minutes.

**Note:** There may be other possible collocations. Check mistakes to see if they are possible.

**Marking guide:** ½ mark for each correct match.

**Total marks:** 6.5

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### Answer

Target words underlined:

1	right-angled	<u>triangle</u>	8	light	<u>rain</u>
2	religious	<u>studies</u>	9	cold	<u>day; season</u>
3	wet	<u>day; season</u>	10	bright	<u>light</u>
4	just	<u>over; under</u>	11	birth	<u>rate</u>
5	manual	<u>worker</u>	12	life	<u>expectancy</u>
6	self	<u>employed</u>	13	road	<u>accident</u>
7	weather	<u>forecast</u>	14	traffic	<u>jam</u>

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### Question F

**Aim:** For students to show that they can recognize common collocations.

**Method:** Work through the example. Set a time limit of five minutes.

**Note:** There may be other possible collocations. Check mistakes to see if they are possible.

**Marking guide:** ½ mark for each correct match.

**Total marks:** 4.5

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### Answer

Depend on students – anything suitable

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### Question G

**Aim:** For students to show that they can recognize the correct vowels to complete key words.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** ½ mark for each correct word.

**Total marks:** 5

---

### Answer

Target words underlined:

1	married	7	<u>construction</u>
2	<u>group</u>	8	<u>government</u>
3	<u>heavy</u>	9	<u>professional</u>
4	<u>bowl</u>	10	<u>passenger</u>
5	<u>sugar</u>	11	<u>temperature</u>
6	<u>finance</u>		

## Question H

**Aim:** For students to show that they can remember key paradigmatic and syntactic grammar points from the theme.

**Method:** Work through the example. Set a time limit of five minutes.

**Marking guide:** ½ mark for each correct match.

**Total marks:** 4.5

### Answers

Correct answers are ticked:

1	Last month, we	taught that learnt that ✓ learnt about studied	there are 25 countries in the European Union.
2	Do you know	that how to ✓ to how	find the area of a circle?
3	We	often sports play sports often play often play sports ✓ sports play often	in the afternoon.
4	It gets dark earlier	because so ✓ then means	we are near the Equator.
5	He wants	to getting get to get ✓ getting	a job in a hotel.
6	My father doesn't think	I should ✓ I shouldn't should I shouldn't I	leave school now.
7	Shakespeare read many books.	This These ✓ They Books	taught him about the world.
8	I gave	my mother some flowers. ✓ some flowers my mother. to her some flowers. her them.	
9	There are many ways. We can do it this way or	the other another ✓ other this other	way.

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## Question I

**Aim:** For students to show that they can construct key questions with correct word order.

**Method:** Work through the example. Set a time limit of ten minutes.

**Marking guide:** ½ mark for each correct question. Give up to 2.5 marks for good handwriting.

**Total marks:** 7.5

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### Answers

- 1 *How are you?*
- 2 What did we do in maths yesterday?
- 3 Can you explain this word to me?
- 4 What do you do most evenings?
- 5 Do you go to college by car or bus?
- 6 Do you think we should go there?
- 7 Was there snow in the night?
- 8 Is it hotter in Spain or Germany?
- 9 What is happening to the population of China?
- 10 What would you like to eat?
- 11 How much water do you drink every day?