

Vocabulary and Grammar

- 1 1. was waiting, 2. was driving, 3. were playing, 4. happened, 5. was, 6. saw, 7. were you doing
 2 1. leave, left; 2. climbing, climbing; 3. were, was; 4. do I, can I; 5. of, out, 6. thrilled, thrilling; 7. already, yet;
 8. failed, fell; 9. Was, Were; 10. studied, studied; 11. have, had
 3 1. b, 2. a, 3. a, 4. b, 5. a, 6. b, 7. a, 8. b, 9. b, 10. b, 11. a, 12. a, 13. b, 14. a, 15. b
 4 1. a, 2. j, 3. b, 4. e, 5. d, 6. h, 7. f, 8. k, 9. g, 10. i, 11. c

Listening and Reading

- 1 1. Exercise. 2 Spend time in nature. 3. Leave time for the activities you enjoy doing. 4. Stay positive.
 5. Live in the present. 6. Take a break or meditate.
 2 1. T, 2. T, 3. F, 4. F, 5. T, 6. F, 7. T

Speaking and Writing

Scoring Rubric for Speaking Activity

Points	0-4	5, 6	7, 8	9, 10
Pronunciation	Student's pronunciation interferes with communication.	Student's pronunciation generally interferes with communication.	Student's pronunciation rarely interferes with communication.	Student's pronunciation shows few or no errors.
Fluency	Student hesitates very often while speaking.	Student hesitates often while speaking.	Student hesitates while speaking, but shows adequate pace.	Student almost never hesitates while speaking and shows very good pace.
Accuracy	Student provides unclear information with several inaccuracies.	Student provides information with several inaccuracies.	Student provides information clearly and accurately, but not thoroughly.	Student provides information clearly, accurately and thoroughly.
Task	Student provides confusing answers and demonstrates no comprehension of questions or instructions.	Student provides weak answers and demonstrates some problems with comprehension of questions or instructions.	Student provides some information and demonstrates comprehension of questions or instructions, but many details are skipped.	Student provides thorough information and detail.

Scoring Rubric for Writing Activity

Points	0-4	5, 6	7, 8	9, 10
Grammar	Student cannot produce the target grammar structures.	Student produces the target grammar structures with errors that frequently interfere with understanding.	Student produces the target grammar structures with some minor errors.	Student produces the target grammar structures with few or no errors.
Vocabulary	Student cannot produce the target vocabulary.	Student produces the target vocabulary with errors that frequently interfere with understanding.	Student produces the target vocabulary with some minor errors.	Student produces the target vocabulary with few or no errors.
Mechanics	Student's extremely poor spelling, punctuation and capitalisation interfere with understanding.	Student's poor spelling, punctuation and capitalisation frequently interfere with understanding.	Student has some minor errors in spelling, punctuation and capitalisation.	Student has few or no errors in spelling, punctuation and capitalisation.
Task	Student provides confusing answers and demonstrates no comprehension of questions or instructions.	Student provides weak answers and demonstrates some problems with comprehension of questions or instructions.	Student provides some information and demonstrates comprehension of questions or instructions, but many details are skipped.	Student provides thorough information and detail.