



WELCOME TO
CLASS!

Exam Revision: Listening

Answer the following questions:

- 1. According to the speaker, what is the problem with arriving in a new country without studying the local language first?**
- 2. How does the speaker feel about video chatting as a solution to living far away from loved ones?**



Read the statements and decide if they are True or False. If False, correct the statement.

- 1. The speaker believes that the fear you feel when arriving to live in a new country is a negative emotion that you should try to avoid.**
- 2. The speaker thinks that you will easily "pick up" a new language just by listening to the people speaking it around you, even starting from zero.**
- 3. According to the speaker, not everyone finds pleasure in speaking a foreign language.**
- 4. The speaker was able to adapt to absolutely everything in his new country.**

Exam Revision: Grammar



A. Read the short story and choose the correct forms of the verbs.

First Time Buyers

Last year, my wife and I (1) *bought / were buying* our first house. We (2) *had already been living / were already living* together for five years by the time we bought our house, so we (3) *knew / were knowing* how to live together. I'll never forget the first house we (4) *looked / had looked* at. It (5) *was / had been* a small house in a quiet town with small windows. While we (6) *were walking / had walked* around the house, I (7) *noticed / was noticing* how cold and dark it (8) *was / had been*. I (9) *was always living / had always lived* in a house with a lot of light and big windows, so I immediately (10) *hated / was hating* it. We (11) *saw / were seeing* a few more houses after that which were all quite nice. We (12) *ended / had ended* up buying the second house that we (13) *visited / were visiting*. We (14) *had been seeing / had seen* it twice before we (15) *bought / had bought* it, just to be sure. I (16) *had been dreaming / was dreaming* of this day for a long time. By the time we signed the contract, we (17) *had already spoken / were already speaking* to a lawyer. We (18) *had been saving / were saving* for years before we finally signed the contract, so we could afford the deposit. Now, we have moved in. I'm really happy.



Exam Revision: Grammar



B. Match the narrative tenses from the box to their descriptions.

past simple

past continuous

past perfect

past perfect continuous

1. is used to describe a finished action or event in the past.
2. is used for an action that took place before another action or event in the past.
3. is used for an action in the past that was in progress before another past action or event.
4. is used to describe an action or event in progress at a specific time in the past.



Exam Revision: Grammar



C. Use the prompts to create sentences using the four narrative tenses.

1. I / play football for years / before / I break my leg

.....

2. While / I / do my homework / my sister call me

.....

3. She / take a cooking lesson only once / before / she cook for me

.....

4. I / buy a new laptop / after / I use my old one for years

.....

5. The hairdresser / already cut the girl's hair / before / she / change her mind

.....

6. By the time my guests arrive / I already start eating

.....



Exam Revision: Grammar



D. Complete the first part of the story with the correct form of the verbs in brackets. Then continue the story using your own ideas. Use at least one example of each tense: past simple, past continuous, past perfect, and past perfect continuous.

Last summer, my cousin and I (1) (decide) to go on a road trip across America. We (2) (plan) the journey for months when the day to leave finally arrived. We (3)



..... (never be) to America before, so we (4) (be) both really excited about the trip ahead. We (5) (rent) a car from the airport and (6) (drive) it out onto the highway. After a few hours of driving, we (7) (stop) at a gas station. While we (8) (stand) outside the gas station, a large black truck pulled up next to us.

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Exam Revision: Reading and Writing

Last weekend, while looking for a winter coat, I found an old photo album hidden at the back of my wardrobe. Flipping through the dusty pages instantly brought back memories of a fantastic school camping trip we took to the mountains when I was twelve. It honestly remains one of my absolute favourite childhood memories. Even though it happened several years ago, I can still remember every detail: the sharp smell of the pine trees, the taste of slightly burnt marshmallows, and the terrifying ghost stories we shared around the campfire. Back then, we didn't have smartphones to rely on for quick information. Instead, before the trip, our science teacher made us learn things by heart, such as how to identify poisonous plants and how to use a compass. At the time, we thought it was just boring homework, but those survival skills definitely saved us from getting hopelessly lost in the woods!

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Answer the following questions:

- a. How did the author feel about the camping trip they went on when they were twelve?**
- b. Mention two specific things the author remembers about the trip.**
- c. Why did the students have to memorize information before going on the trip?**

Exam Revision: Reading and Writing



Write a short paragraph (120-150 words) about a school trip or family holiday that you will never forget.

Include: Where did you go? Who were you with? What is one specific, funny, or surprising thing that happened on the trip? Try to use at least two vocabulary words related to memory.

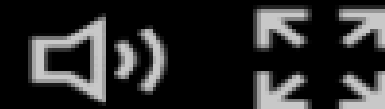


Exam Revision: Spontaneous Speech

Spin the wheel
Topics
Roulette



Spin the wheel to
see which item
comes up next.



Rubric for Writing

CRITERIA	EXCELLENT	VERY GOOD	FAIR	NEEDS WORK
FOLLOW TASK	Fully answers the prompt. Stays within the 100-120 word limit. All required elements (who, what, where) are clearly included.	Answers most of the prompt. Word count is slightly over/under. Misses one minor detail.	Partially answers the prompt. Word count is significantly off. Missing key details of the anecdote.	Fails to address the prompt. Word count is ignored. The anecdote is unclear or incomplete.
VOCABULARY AND EXPRESSIONS	Successfully uses at least two target memory expressions naturally. Shows a wide range of B2-level vocabulary.	Uses at least one target expression correctly. Shows a decent range of vocabulary with minor repetition.	Attempts to use target expressions, but uses them incorrectly. Vocabulary is basic or highly repetitive.	Does not use target expressions. Vocabulary is too simple for the B2 level or frequently incorrect.
GRAMMAR	Excellent control of past tenses. Very few, if any, grammatical errors. Sentences are complex and varied.	Good control of past tenses. Some minor grammatical errors that do not interfere with meaning.	Frequent errors in basic tenses. Errors occasionally make the text difficult to understand. Sentences are very simple.	Severe grammatical errors make the text nearly impossible to understand. No control of past tenses.
ORGANIZATION AND COHESION	The paragraph flows logically. Excellent use of linking words (e.g., although, furthermore, suddenly).	The paragraph is mostly logical. Good use of basic linking words (e.g., because, so, then).	The flow is slightly disjointed. Linking words are missing or used incorrectly.	Ideas are disconnected and hard to follow. No use of linking words.

Rubric for Speaking

CRITERIA	EXCELLENT	VERY GOOD	FAIR	NEEDS WORK
FLUENCY & TIME MANAGEMENT	Speaks continuously for the full minute without long, unnatural pauses. Shows high confidence.	Speaks for most of the minute. Has a few natural hesitations but quickly recovers and keeps going.	Struggles to fill the minute. Noticeable, awkward pauses. Has to restart sentences frequently.	Stops speaking well before the minute is up. Long, disruptive pauses. Cannot maintain the flow.
COHERENCE (PREP UTILIZATION)	Ideas are highly organized, showing excellent use of the 5-minute prep time. The story has a clear beginning, middle, and end.	Ideas are mostly organized. The ideas make sense but it could be better structured.	Ideas are somewhat scattered. There was not enough planning during prep time.	Completely disorganized. Jumps between random thoughts. Prep time was clearly not utilized.
VOCABULARY	Uses a wide range of vocabulary precisely. Can successfully paraphrase if a specific word is forgotten.	Uses adequate vocabulary. Occasional pauses to search for words, but usually finds a suitable alternative.	Limited vocabulary. Frequently repeats the same words. Struggles to find the right words to express thoughts.	Very poor vocabulary. Cannot find the words to complete basic sentences.
PRONUNCIATION & GRAMMAR	Clear, natural pronunciation. Great control of grammatical structures during spontaneous speech. Errors are rare.	Generally clear pronunciation. Some grammatical mistakes, but they do not prevent communication.	Pronunciation sometimes makes it hard to understand. Noticeable grammatical errors (e.g., wrong tenses).	Heavy mispronunciation causes significant communication breakdowns. Frequent and severe grammatical errors.