

STEP TO

Primary

Teacher Book



**For the revised &
updated papers**

Official
preparation
material for
Anglia ESOL
International
Examinations

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Step to Primary Teacher's Book

(May 2015 Version)

Answers, Teaching Notes, and Transcripts

This Teacher's Book is a work in progress. At the moment it is mostly just answers and transcripts. It will be periodically updated with additional teaching notes and extra material. **Note:** Page numbers – unless otherwise stated – refer to the Student Book pages, not the Teacher Book pages.

Handbook for Teachers

There is an Anglia 'Handbook for Teachers' which gives a breakdown of the test sections for all ten levels of tests from **First Step** to **Masters**. The 124-page guide has detailed notes on the grammar patterns and vocabulary tested at each level.

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General Advice on Using Step To Primary

Although **Step To Primary** is for test preparation, it can be taught like a regular textbook. Students need to become familiar with the various exam sections, but above all they need lots of practice with the vocabulary and sentence patterns. The trick is to practise the same material in a variety of ways so that it doesn't become stale. This can be done by utilising all four skills – reading, listening, speaking and writing.

General Advice for the Vocabulary Sections with Pictures

Some of the vocabulary sections consist of pictures and sentences with highlighted words. These words need to be written under the corresponding picture. Insist on students writing the words; they will remember things better this way rather than just writing numbers. Be aware that the sentences don't necessarily match the pictures; they sometimes just match the word. Explain this to the students.

There are various possible ways to handle this section, but perhaps best done as follows:

1. Have the students label the pictures.
2. Check their answers and practise saying the words.
3. Go through the sentences, eliciting the meaning, in the L1 language if necessary, and drill them.
4. After that, get the students to make some of their own sentences using a few of the words. Write some example sentences up on the board. If students are struggling to make sentences, let them use the book sentences but insist on at least one word change/ addition per sentence. After most of the students have written sentences, either:
 1. Put them in pairs to read (and ask follow-up questions of) their sentences to each other. A good class wrap-up for this is to have students tell the class something they found out about their partner. *Jim's favourite colour is blue.*
 2. Get each student to read one of the sentences to the class.

Note on Personalisation: When writing sentences to practise words and patterns, tell the students to write – if possible – personalised examples. Not only are they more memorable and useful than sentences about a fictional 'John and Mary', but more importantly for the class they can be used for follow-up classroom questions and answers. And, when students know that the sentences that they write for this kind of exercise will be used in the class, they are more motivated and do a better job.

General Note on the Listening Sections

In the test, the recordings are played twice. Although doing so in class may be a bit dull for higher Anglia levels, it's a good idea for the Primary level. There are transcripts at the back of the Teacher's Book. For Section L3 these can be photocopied and given to students who then underline the answers. This gives students a good feel for the structure and timing of the listening.

Sometimes before doing listening sections it's useful to elicit guesses from the students. Ask them what they might hear. For Sections L1 and L3 have them say possible sentences. For L2 have them guess the missing words.

General Advice on Speaking Sections

You should get the students into the habit of giving long answers, even if they are unlikely to take the Speaking Test. It gives students good practice, makes classes more interesting and helps create a better class atmosphere. The speaking tasks are very relevant for Section E (vocabulary) and Section F (odd word out) of the exam.

General Advice on Dictation

Dictation tends to be underused in the ESL classroom. It's a good way to add some extra listening and spelling practice. It also saves on photocopying and writing on the board.

PLAYING GAMES

One of the ways to provide revision in a fun way is by playing games. The following are some points to consider when playing games and actual games that can be played.

Timing

Games are really good for breaking up a class,

especially halfway through, and for the last 5–10 minutes. It is important not to flog games to death; keep them short and sweet. Leave the students wanting more. There's nothing worse than watching all the fun and excitement of an activity drain away in the dying moments of a class. And, as any performer knows, you should keep the best for last and always aim to finish on a high, with the students walking out of the classroom animated and happy,

Class seating

An important consideration for playing games is the seating. To play many of the more exciting games, the students need to be seated in a U-shape facing the board with plenty of space for them to run to the front. There shouldn't be any obstacles over which they could fall and hurt themselves. To form a U-shape, desks may have to be moved to the back and sides of the classroom. If it is practical, teach the students how to rearrange the furniture quickly and quietly.

Teacher participation

For a change from the usual student versus student games, have the students play against you. Make sure that you win sometimes to keep the kids interested.

Language of instruction

Often the language needed to explain a game, keep the scoring, and maintain order is more complex than the students' English level. This often necessitates the use of the students' native language. That's okay but be strict during games. If games are to have any real learning value, then you need to insist on English being spoken.

Popular Games

Big Wind Blows (also known by other names) is a game in which students quickly change seats depending on what sentences the standing student says. Students love this game and will often ask to play it. It's great fun and involves the whole class. The students form a large U-shape or a circle with their seats. You kick things off by saying a sentence, for example, "*You have a green bag,*" or "*You hate English.*" The students for whom these sentences are true must change seats. While some of the students are changing, you grab a seat, leaving one of the students standing without a chair to sit on. This student must say a sentence.

When playing Big Wind Blows everyone has to listen carefully; as a result, it keeps their attention. It's a good game to play ten minutes before the class ends. The game can be done with variations, and at different levels of difficulty. I often write model sentences on the board to help them out. For a beginner class the following would be useful: "*You like ...*" "*You want...*" "*You can...*" "*You have...*" "*You are...*" Some teachers insist students use a standard sentence starter such as "*The Big Wind Blows for anyone who...*" or "*Change seats if...*"

You and the class can make up rules to suit; I usually insist that the sentence must apply to more than one person, and that a sentence can not be repeated. The more you play the game, the trickier the students get; if none of the class responded to, "*You like the teacher,*" the student will hit them with "*You don't like the teacher,*" so that they will all be forced to change seats.

Tic Tac Toe

Draw a grid on the board with either 9 or 16 squares. Write a word in each square. Divide your class into Xs and Os. Teams choose a square and make a sentence using the word. The first team to get three in a row wins.

Simon Says

You give the students commands such as "*Stand up,*" and "*Open your book,*" starting with "*Simon says,*" "*Teacher says,*" or, more naturally, "*Please.*" When you just give a command, e.g. "*Touch your nose,*" instead of "*Please touch your nose,*" the students should ignore it. Those that don't ignore it are out of the game. Alternatively, you can keep all of the students in the game, and just give the winning team a point.

Bingo

Give students bingo grids (5 x 4 squares), either empty or pre-filled with numbers or letters. For the letter version, you say a word and the students cross out the letter that it starts with. The first student to cross out all the squares wins.

Snakes and Ladders

Draw a large grid on the board and add some snakes and ladders. Divide the class into two or three groups. You need a large dice so everyone can see the numbers clearly (If you don't have a dice, you can easily make one out of cardboard).

Ask Team 1 a question. A correct answer means they throw a large dice and move the number of spaces on the grid. You can just mark their progress with a marker pen (e.g. A, B, or C), or use a magnet. If a team answers incorrectly, give the question to the next team. Try to ask questions that get them talking. Good examples are *“Tell me... ten words that begin with S / five things you can see in a kitchen / the name of everyone in the class / six big animals,”* and so on. Experiment with having individuals or the whole team answering the questions. It often works best if they all contribute one word to a multi-word answer. One variation is to write a letter in each square. If a team lands on a ‘T’, you can have them say a few words beginning with that letter, or to say one word and make a sentence with it.

Touching and Circling Games

These simple games are useful for reviewing vocabulary.

Touching

Place the relevant flashcards on the board. Alternatively, quickly draw simple pictures (the worse they’re drawn, the funnier they’ll be). Get your class seated in a U-shape facing the board. Now divide the class into teams. If you have twelve students split the class down the middle in two. Count them off in pairs from the front, one through six. If you have eighteen then divide into three teams. You shout out, “Are you ready? Bicycle, Number Two,” and the second student from each team must rush to the board, hit the picture and say the word. Insist on them saying the word. Call the kids randomly rather than in order to keep them guessing which number will be next. It’s also important to call the number after the object to keep them all on the edge of their seats. The winning team gets a point.

A slightly more complicated version is having a matching written word for every object drawn on the board. The students have to simultaneously touch both the picture and the word, which often results in – much to the amusement of the class – them stretched out across the board and around one another in strangely contorted positions.

Odd-numbered Classes: If you have a class with, let’s say 11 students, how do you divide it into

two teams for activities such as the above game? You could consider choosing a stronger student to be paired against two weaker students, but this can either be embarrassing (if the two weaker students keep losing) or seem unfair (if the outnumbered student keeps losing). It’s usually better to have one of the students in the smaller team plays two numbers. So, team A has six students numbered 1 to 6, and for team B the last student covers both numbers 5 and 6.

Circling

Write various words on the board. You call out a word and students have to circle it with a marker. Either have a pair of students race to the chalk rail to pick up a marker, or for a little less chaos call out a pair and have them come to the board first. This game is good for practicing listening comprehension of similar sounding words, e.g. fun, sun, run, Tom, ten, Tim, shorts, shirts, skirts.

For **Spelling Games** see the notes for Page 45



Introduction

Pg. 5

Classroom Language: 1. board 2. up
3. understand 4. pencil 5. close 6. answer
7. page 8. spell 9. homework 10. down

Pg. 6

3 1. theatre 2. favourite 3. aeroplane 4. grey
5. neighbour 6. colour 7. Mum 8. town centre

Pg. 7

4 1. autumn 2. chips 3. cinema 4. football
5. trainers 6. rubber 7. crisps 8. primary school
9. biscuits 10. film 11. lorry 12. trousers
13. a flat 14. wardrobe 15. sweets
16. policeman

5 Pictures clockwise from the top-left:
a policeman, football, a lorry, biscuits

Vocabulary Note: football vs. soccer
British people (and most of the world) call it
football but Americans (and Australians) call it

soccer. For Americans, 'football' is another game (one played with an oval-shaped ball) that British people call 'American football'.

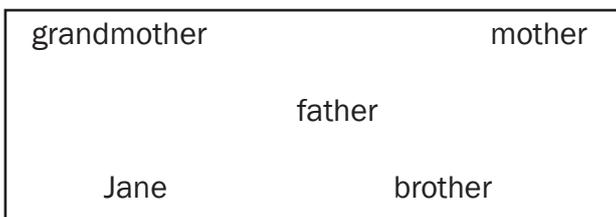
Likewise, 'big' is used to describe older family members



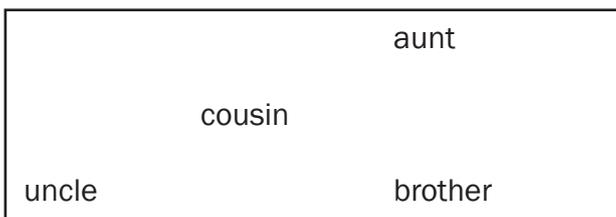
Unit 1. Family

Pg. 8 Vocabulary: Family

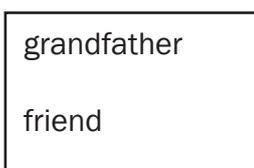
1 Picture 1



Picture 2



Picture 3



Grammar

1. b 2. a 3. d 4. f 5. c 6. e
 1. has 2. got 3. have 4. don't 5. I've 6. Does
 7. Have 8. Do

Vocabulary Notes:

little vs. small

Although often interchangeable, usage sometimes differs. We use 'small' in comparative and superlative sentences, 'smaller, the smallest', and for set sizes, e.g. 'a small coke'. Sometimes 'little' (as on page 8, "She is holding my little brother.") refers to younger siblings.

Definitions of 'aunt' and 'uncle'

An uncle is the brother of one's parents, or the husband of one's aunt. Therefore, it includes blood relatives and non-blood relatives. Informally, a child may use 'uncle' for an older man he/she is friendly with (for example the father's best friend). 'Uncle' is used with a man's first name, e.g. Uncle John.

An aunt is the sister of one's parents, or the wife of one's uncle. Informally, a child may use 'aunt' for an older woman he/she is friendly with. 'Aunt' is used with a woman's first name, e.g. Aunt Betty. Auntie (also Aunty) is an informal way to say 'aunt.' *She's Auntie Betty. I've got five aunties.*

Describing Grandparents

We have two pairs of grandparents. For this level, the words 'maternal' and 'paternal' are too difficult. If they need to distinguish grandparents, you can teach them 'on my mother's side' and 'on my father's side', 'my mother's mother' etc. Informally, we refer to grandparents as:
 grandmother → gran, grandma grandfather → grandpa, granddad

Mum and mum

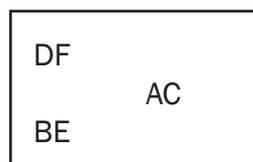
'Mum' is capitalised when it is used like a name: "Mum, where's my bag?"
 But otherwise it should not be capitalised: "My mum is a teacher."

Mum and Mom

In British English we use Mum (Mummy) but Americans usually use Mom (Mommy).

Pg. 10

Three Families



Pg. 11

1 My name is Julia. I'm nine years old. Yes, I've got two brothers. No, I don't. My favourite food is pizza.

2 1. colour – blue – I usually wear blue clothes.

2. fruit – bananas – I eat one every day. 3. sport – swimming – There’s a swimming pool near my house. 4. food – ice cream – I love strawberry ice cream. Mmm. It’s good. 5. animal – elephants – They are clever and nice. 6. drink – milk – I drink milk every morning.

Pg. 12
Section H

Pg. 13

1 Pictures clockwise from top-left: kite, puppets, teddy bear, castle, guns (a toy gun and a water gun), soldiers, paint and paintbrushes

2 1. has 2. with 3. and 4. big 5. is 6. sleeps 7. making 8. afternoon 9. buy 10. his

Vocabulary Note: ‘teddy bear’ is sometimes shortened to ‘teddy’. We often use the word ‘toy’ for clarification before words. I’ve got a toy lion. It’s my toy car.

Pg. 14
2

1. Linda is listening to music now. 2. He always drives a car to town. 3. They are eating bread at the moment. 4. They play tennis every day. 5. We are eating ice cream now. 6. I clean my room every Sunday. 7. We sometimes go swimming. (Note: ‘sometimes’ can also go at the start or end of the sentence.) 8. She is walking to school at the moment. 9. He is buying food now. 10. They play cards every day.

Pg. 15

1. C 2. A 3. B 4. C 5. C 6. B 7. D 8. C 9. D 10. A



Unit 2. Time

Pg. 16

1. June 2. October 3. December 4. July 5. January 6. February 7. May 8. March 9. September

Pg. 17
2

3/10 = the third of October,
1/8 = the first of August,
2/7 = the second of July ,
11/4 = the eleventh of April,
5/11 = the fifth of November,
6/1 = the sixth of January,
11/2 = the eleventh of February,
19/9 = the nineteenth of September,
24/5 = the twenty-fourth of May,
26/6 = the twenty-sixth of June,
14/12 = the fourteenth of December,
30/3 = the thirtieth of March

3

Famous People’s Birthdays

1. Justin Timberlake, 31 January
2. Michael Jordan, 17 February
3. Vincent Van Gogh, 30 March
4. William Shakespeare, 23 April
5. Mark Zuckerberg, 15 May
6. Lionel Messi, 24 June

Pg. 18

1. c 2. d 3. a 4. b 5. f 6. e

Pg. 19

L1 A. 3 B. 4 C. 4 D. 3 E. 1 F. 3

Pg. 20

1 1. A 2. B 3. A 4. C 5. B 6. C 7. A
2 1. Monday 2. Tuesday 3. soccer 4. Thursday 5. plays 6. Saturday 7. dog

Pg. 21

Prepositions

1. on, under 2. on, under 3. in front of 4. behind 5. in

Colours

Clockwise from top left: orange, black, purple, brown, pink, white, yellow, red, blue, green

Pg. 22

Section B

1. have 2. She 3. is 4. He 5. are 6. They 7. it 8. has 9. am

Vocabulary Note: match vs. game
‘Football match’ appears in Section B. Are ‘match’ and ‘game’ the same thing? Sometimes. Americans tend to use ‘game’ (e.g. a soccer

game) while we use 'match'. For some sports, especially ones from America like baseball and basketball, we also use 'game'. In addition, 'match' is more formal in meaning and used for organised competition whereas 'game' is used for informal sporting activity. If you go to the park to play tennis or to kick the ball around with some friends, then we would use 'game'.

Time: 1. 4.00 2. 3.20 3. 11.30 4. 6.45 5. 9.10 6. 12.00 7. 9.40 8. 8.15

2 1. It is four o'clock. 2. It is (a) quarter to eleven. / It is ten forty-five. 3. It's twelve past seven. 4. It is half past nine. / It is nine thirty. 5. It is (a) quarter past eight. / It is eight fifteen. 6. It is twenty to eight. / It is seven forty.

Notes: In the test, students do not lose marks for incorrect usage of hyphens (as this is pretty tricky even for higher-level students). So, 10.45, which should be 'a quarter to eleven' or 'ten forty-five' will be accepted if written as 'ten forty five'. Students can add 'minutes' if they want; this is actually more natural in some cases, e.g. "it's three minutes to six."

Pg. 23

Across: 3. grandfather 6. kite 7. seven 8. mother 10. weekend

Down: 1. past 2. December 4. father 5. uncle 9. teddy

Follow-up: A good follow-up for the five review crosswords in the book is asking students to add words and clues to the crossword. You can specify that the words must come from the preceding units or allow them to use any words.



Unit 3. Outdoors

Pg. 24

Left to right from the top: flowers, strawberries, tree, cabbages, grass, apple/pear/orange, potatoes, peaches

Pg. 25

Prepositions

1. under 2. on 3. behind 4. in front of 5. near

Personal Pronouns

1 1. c 2. b 3. a 4. f 5. d 6. e
3 1. b 2. a 3. d 4. e 5. c

Pg. 26

shorts, hat, jeans
jacket shirt trousers tie
T-shirt trainers

Pg. 27

Section B

1. you 2. He 3. we 4. It 5. has 6. I 7. is
8. have 9. are 10. They

Odd One Out

1. triangle 2. mirror 3. paint 4. windows
5. purple 6. piano 7. March 8. cows 9. park
10. shoes

Pg. 28

2 1. his 2. my 3. their 4. our 5. their 6. her
7. my 8. Your

3 1. his 2. her 3. their

Pg. 29

1 Clockwise from top left: horse, parrot, spider, goldfish, mouse, rabbit

2 1. goldfish 2. dog 3. rabbit 4. spider
5. parrot 6. cat 7. horse

Pg. 30

Pictures from left to right: spring, autumn, winter

Pg. 31

Shapes and Colours

1. circle 2. triangles, blue 3. purple 4. square
5. rectangle, red



Unit 4. School

Pg. 32

teacher, clock, picture / pencils, rubber
student, blackboard / computer, pen, phone

Pg. 33

Left to right from the top: 4, 3, 6, / 10, 2, 8, / 1,
7, 9, / 5

Pg. 34

fishing	basketball
	volleyball
tennis	football
	running
baseball	swimming

Follow-up Activity: You can finish off the sports section with a guessing game. A student thinks of a sport, and the other(s) ask questions. Elicit questions and write the useful ones on the board.

Do you use a ball? How big is the ball? Where do you/people play it? Is it a summer sport? Do you play/do it inside? How many people can play it? Can you give us a clue?

Pg. 35

2 1. C 2. A 3. C 4. B 5. B

Pg. 36

Listening L3

Sally – football, Logan – running, Evan – tennis,
Nathan – swimming, Mark – baseball, Linda –
volleyball

Which sport?

Clockwise from top left: volleyball, baseball,
football, basketball, tennis

Pg. 37

**(answers may vary – for example, ‘swimming’
could go with ‘hotel’, ‘sunny’ with ‘beach’)**

1 1. hotel: swimming pool 2. beach: swimming
3. restaurant: food 4. school trip: teacher,
classmates 5. weather: rain, sunny

2 1. with 2. am 3. play 4. nice 5. and 6. has
7. like 8. favourite 9. to 10. Love

Vocabulary Note: email or e-mail?

Both forms are correct. In English there’s a general trend over time toward non-hyphenation. In the early days of the Internet, we used ‘e-mail’ but now ‘email’ is more common.

Pg. 38

3 Clockwise from top: 3, 2, 1

Speaking Task 1

1 1. b 2. a 3. c 4. d 5. e

2 6. b 7. a 8. c 9. e 10. d

Note: Answering the question “Have you got any brothers or sisters?” can be quite tricky in some cases.

Ask students and put answers up on the board so that every student has a model answer.
Yes, I’ve got a brother (but I don’t have any sisters). I’ve got a brother and a sister. No, I haven’t.

Pg. 39

Across: 3. classroom 5. books 8. baseball
9. carrot 10. running

Down: 1. computer 2. football 4. strawberry
6. teacher 7. banana



Unit 5. Our House

Pg. 40

In the Living Room

	window	
	table	
glasses		
	sofa	

In the Bedroom

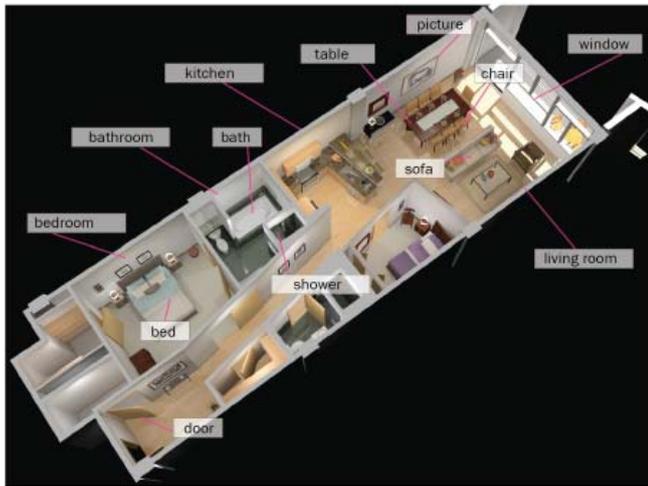
	mirror	
	armchair	
deck		bed
	chair	

Pg. 41

1. watching
2. bathroom
3. bedroom
4. cooking
5. playing
6. mirror
7. bedroom
8. television
9. wardrobe
10. living room

Pg. 42

2



- 3 1. F 2. T 3. T 4. F 5. T 6. T

Pg. 43

Grammar Practice

1 (Note: Answers may vary – i.e. have

- contractions or not)** 1. She's not studying now.
2. He doesn't like basketball. 3. They are not going to the farm. 4. I don't live in a small town.
5. The dog is not looking at the rabbit. 6. She doesn't study English every day. 7. We don't like running in the rain. 8. I am not ten years old.

- 2 1. is 2. are 3. is 4. are 5. are 6. is

- 3 1. like 2. likes 3. like 4. like 5. likes 6. like

Pg. 44

1. B 2. B 3. D 4. A 5. C 6. C 7. A 8. D 9. A
10. C

Pg. 45

Speaking Task 1

- 1 1. brother, dog 2. house, old, small, two 3. The living room, sofa, table, chair 4. televisions, parents' 5. large, peach 6. football 7. my bedroom 8. blue, yellow

Vocabulary Note: big vs. large

The word 'large' is used for the first time in 1.5, "There's a large garden". 'Big' and 'large' are mostly interchangeable, as with this sentence.

'Big' is more common in informal speech. 'Large' is used more often than 'big' when we describe ranges of sizes. Clothes, for example, often come in S, M, L, XL (small, medium, large, extra large). 'Big' is also used when talking about siblings, e.g. "He's my big brother."

Spelling

1. chair 2. window 3. sofa 4. desk 5. table

Note on Spelling

Spelling is an important part of Anglia exams. In the Primary exam words need to be spelt in Listening Section L2, Section C (Plurals), Section D (Time) and Section E (Vocabulary). As well as dictation, it's useful to play some games to give students spelling practice.

Spelling Games

Spelling Race

Pair two (or more depending on class size) teams off, call out a word and a number, for example 'Baseball, number five'. The fifth student in each team races to the front and writes 'baseball'. The first to write it correctly gets a point for his or her team.

A variation is to write a scrambled word on the board and get them to write the unscrambled version. For example, write 'lleyow' on the board, call out a pair, and they run and write 'yellow'. It's usually best to let teammates to call out the unscrambled word because it speeds up the game and means greater team involvement. To keep the students interested, it's important that everyone can see the words being written. To do this, insist on the students writing the words above them or to the side. Otherwise, the class will simply be looking at the backs of the two students.

Spelling Chain

This is an easy and fun way to review spelling. Divide the class into two or more teams. Say a word, for example, 'elephant'. Team 1 tries to spell the word one student at a time, letter by letter, i.e. the first student says E, the second L, and so on. Teammates are not allowed to help – take a point away if they cheat; the other teams will be more than happy to help you police this. If a team can't complete a word, the next team has to spell it (from the beginning). A team earns a point for spelling a word correctly. Should they all fail to do so, give yourself a point.

Once students are familiar with the game you should mix things up; alter the order in which students answer and put time limits on answering. The reason such a seemingly boring activity as spelling should work so well is that the game has several important elements: competition between teams, suspense, and teamwork (every student is forced to pay attention otherwise they will hurt their team and get ragged by their classmates). The only thing to watch out for is the weaker spellers continually making their teams lose; try and give them a hand by arranging the order so they have an easy letter to say.

Hangman

The kids are usually familiar with this old classic, and it works well as a fun way to review spelling.

Pg. 46

Possible words include: glass(es), orange juice, fruit, grapes, banana, peach(es), window, clock, table, chair(s), trees, T-shirt, dress, trousers, shirt

Note: Because the instructions ask for 'things' students should not really include words for people (i.e. man, woman, mother, father, boy, girl). In the actual test, this will not be a problem because the pictures don't include people.

Famous People's Birthdays

1. J.K. Rowling, 31 July
2. Jennifer Lawrence, 15 August
3. Thomas Muller, 13 September
4. Bruno Mars, 8 October
5. Winston Churchill, 30 November
6. Taylor Swift, 13 December

Pg. 47

Listening L1

- A. 1 B. 2 C. 1 D. 4 E. 2 F. 2



Unit 6. Jobs

Pg. 48

Left to right from the top: shop assistant, student, secretary / policewoman, vet / farmer, businessman, in the army

Pg. 49

- 1 1. doesn't like 2. hates 3. likes 4. isn't 5. is

- 2 1. farmer 2. dog 3. running 4. guitar
5. secretary

Listening Part Three

Serena – businesswoman, Zoe – shop assistant, Emma – teacher, Jackson – bus driver, Noah – farmer, Lily – doctor

Pg. 50

Section F

1. England 2. bike 3. farm 4. park 5. city
6. green 7. pretty 8. football 9. sofa 10. flower

Vocabulary

Pictures clockwise from top: city, pears, socks, penguin, farm, park

Pg. 51

Unscramble the words

1. That's a giraffe.
2. He's eleven years old.
3. It's half past three.
4. The mouse is in the box.
5. Today is August nineteenth.
6. My favourite sport is baseball.
7. It's a quarter past five.
8. This is a circle.
9. He can ride a motorbike.
10. We have got two cats.

Jobs and Workplaces

1. Mr King → farmer → farm
2. Mrs Lee → teacher → school
3. Mrs Hill → secretary → office
4. Mr Watson → policeman → town centre
5. Lisa → shop assistant → bookshop
6. John → shop assistant → toyshop

Pg. 52

1. cinema 2. restaurant 3. bookshop 4. office
5. café 6. park 7. zoo 8. swimming pool

Pg. 53

Prepositions

1. to 2. On 3. with 4. under 5. in 6. at 7. in 8. on 9. at

Vocabulary Note: at the weekend vs. on the weekend

This is a British English / American English

difference. Both forms are correct. We can use 'at the weekend' to refer to a specific weekend or to weekends in general. For the latter, we can also use 'at weekends'.

Section D

Clockwise from top left: half past two, twenty-six past four, (a) quarter past one, four to four, (a) quarter to six

Pg. 54

Plurals: + s dogs, tables / + es beaches, glasses / y → ies babies, stories / other women, feet

Section C

1. policemen, dogs 2. babies, gardens
3. women, glasses 4. secretaries, offices
5. children, stories

Pg. 55

Across: 2. chair 3. sofa 6. television
8. bathroom

Down: 1. farmer 3. shop 4. bedroom 5. window
7. kitchen



Unit 7. Food

Pg. 56

Left to right from the top: carrots, butter, egg / sugar, chicken, bread / sandwiches, chips

Pg. 57

1 1. eating 2. my 3. milk 4. is 5. apples 6. you
7. make 8. in 9. go 10. bikes

2 1. B 2. C 3. A 4. C 5. B

Spelling Practice

1. pizza 2. cake 3. hamburger 4. egg 5.
chicken 6. sandwich 7. cheese 8. sugar 9. fish

Pg. 58

1. am 2. have 3. they 4. are 5. has 6. It 7. I 8.
We 9. She 10. you

Listening L3

Sue – sandwich, Rose – hot dog, Claire – apple,
James – orange, Martin – pizza, Wendy –
hamburger

Pg. 59

1 1. Answers will vary. 2. 5 (the 'bench'
should not be counted as a 'chair') 3. purple
4. He's drinking (juice/lemonade/ other). 5.
He's eating (a cookie / cake). 6. He's eating a
sandwich. 7. She's running. / She is playing. 8.
It's a (birthday) cake. ('candle' is also a possible
answer.)

2 The picture has: balloon, cake, chairs, door,
lemonade, shoes, table, T-shirt (allow 'window'
even though it's more likely a picture on the wall)

Follow-up Activity: Playing a charades guessing
game is excellent practice for Speaking Task
3. It can be done with the class as a whole or
with the class divided into two or more teams.
Students can take turns miming an action of
their own choosing, or one that they draw out of a
container (either a picture or a sentence written
on a slip of paper). Students guess the action,
e.g. 'climbing a tree', or preferably a complete
sentence, 'The monkey is climbing a tree'. Insist
on grammatically correct answers – i.e. pay
attention to articles and the present continuous.

Pg. 60

1 Left to right from the top: juice, tea, water /
lemonade, milk, coffee

2 1. lemonade 2. juice, juice 3. water 4. coffee
5. milk 6. tea, tea

Pg. 61

1 1. doctor 2. farm 3. sofa 4. cinema 5. uncle
6. beach 7. exam 8. book 9. helicopter 10. tree

2 Left to right from the top: sofa, knife, melon /
spoon, glass, supermarket

Pg. 62

1. C 2. B 3. C 4. A 5. B

Pg. 63

Possible answers are: chair(s), table, clock,
radio, ice cream, cake(s), knife, fork, spoon,
vase, flowers, cup(s), picture, coat, jacket, fruit,
banana(s), pear(s), apple(s)



Unit 8. In the City

Pg. 64

Left to right from the top: castle, shop, car park. / café, town centre / supermarket, swimming pool, restaurant

Pg. 65

1. B 2. D 3. C 4. C 5. A 6. A 7. B 8. C 9. B 10. D

Pg. 66

1. They like playing in the garden. 2. The cat isn't sleeping. 3. We're going to the party. 4. She doesn't love candy. 5. They want hamburgers. 6. He doesn't like swimming in the sea. 7. He takes the bus to school.

Times

1. (a) quarter to ten 2. one thirty 3. ten past seven / seven ten 4. half past eleven 5. (a) quarter past eight

Pg. 67

Email 1 1. my 2. good 3. swimming 4. in 5. can 6. is 7. near 8. the 9. to 10. from

Email 2 1. like 2. and 3. raining 4. is 5. very 6. a 7. has 8. not 9. hate 10. am

Pg. 68

Plurals

1 1. toys, boxes 2. boys, peaches 3. schools, parties 4. women, dresses 5. students, classes

3 The plurals are: monkeys, cherries, Tuesdays, lorries

Pg. 69

1 1. Cake 2. bedroom 3. Volleyball 4. pig 5. Grey

2 1. snake 2. football 3. policeman 4. juice 5. March 6. square

Pg. 70

1. Three. / I can see three bicycles. 2. Four. / I can see four cars. (The other vehicles are a bus, a van, and a truck.) 3. Green. / The bus is

green. 4. He's reading a newspaper. 5. He's cleaning the window. 6. They are running. 7. Various answers are possible including: They are looking... in the shop / at bread. 8. They are talking.

Pg. 71

Across: 5. cafe 6. sandwich 7. butter 8. sugar 9. juice 12. lemonade

Down: 1. supermarket 2. restaurant 3. hamburger 4. chicken 7. bread 10. milk 11. lemons



Unit 9. In the Countryside

Pg. 72

Left to right from the top: (4) tomatoes / (1) tractor, mountain, village / (3) field, tree / (6) farmer, sheep / (2) cows, beach / (5) ducks, dog

Pg. 73

1. are 2. farm 3. house 4. walking 5. their 6. buy 7. doesn't 8. in 9. every 10. city

1. A 2. C 3. B 4. B 5. C

Pg. 74

Clockwise from top left: hand, ear, head, arm, eyes, mouth, nose, fingers, leg

Pg. 75

Left to right from the top: snake, hippo, frog, penguin, elephant, monkey, crocodile, tiger

Follow-up: Guessing Activity

Students usually have an extensive vocabulary of animals. Elicit names of animals from the class and write them up on the board. Include pets and farm animals as well as wild ones.

Now, get the students (in pairs or groups of three) to describe and guess animals. It's usually best to restrict them to the animals on the board if you have enough (at least 20).

There are several ways to do this activity:

(1) A student describes the animal. 'It's big and grey. It's got very big ears.'

(2) The other student(s) ask questions. 'What colour is it?' 'How big is it?'

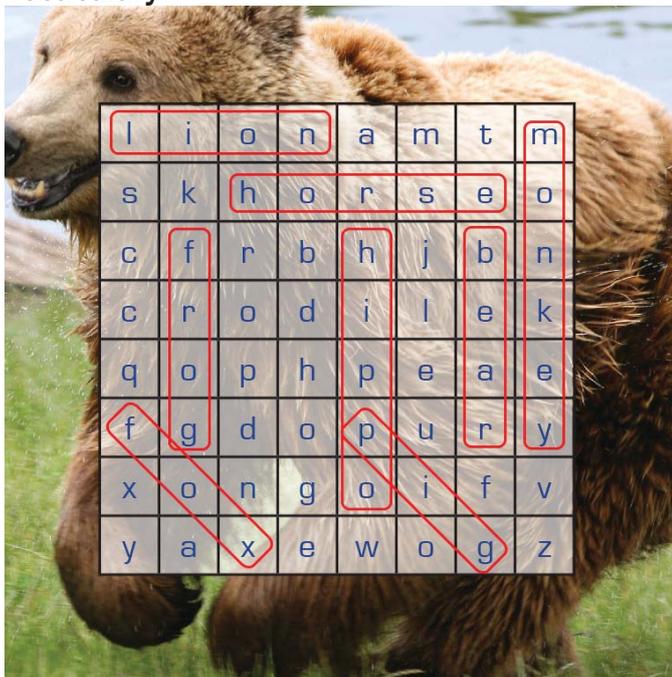
(3) They only ask 'Yes/No' questions. 'Does it eat animals?' 'Is it big?'

Pg. 76

1. whale
2. dolphin
3. shark
4. fish
5. octopus
6. starfish

Pg 77

Vocabulary



Section G

1. and
2. live
3. a
4. cows
5. are
6. up
7. every
8. food
9. like
10. happy

Pg. 78

1. They
2. have
3. It
4. She
5. is
6. We
7. He
8. am

1. C
2. A
3. A
4. B
5. C

Speaking

1. C
2. D
3. A
4. B
5. E
6. F

Pg. 79

Listening L1

- A. 4
- B. 3
- C. 1
- D. 2
- E. 3
- F. 3



Unit 10. Transport

Pg. 80

Left to right from the top: bike, lorry, bus / motorbike, taxi, aeroplane / helicopter and boat, train

Pg. 81

1. A
2. B
3. C
4. A
5. D
6. B
7. A
8. D
9. C
10. C

Pg. 82

1. c
 2. a
 3. d
 4. f
 5. b
 6. e
1. Who
 2. How many
 3. What
 4. Why
 5. Where
 6. When
1. at
 2. to
 3. to
 4. on
 5. at
 6. in
 7. on
 8. for
 9. with
 10. on

Pg. 83

Section H

1. B
2. A
3. B
4. B
5. C

Pg. 84

Section D

1. 3.00
2. 4.18
3. 7.30
4. 8.45
5. 8.50
6. 8.50
7. 10.20
8. 1.45

2. 9. It is eight o'clock.
10. It is (a) quarter to four.
11. It is ten past two.
12. It is (a) quarter past nine.
13. It is eight thirty.
14. It is twenty to twelve.

Listening Section L2

1. is
2. weekend
3. ride
4. school
5. teachers
6. love
7. days
8. mother
9. car
10. yellow

Pg. 85

Section E

1. chair
2. ruler
3. kite
4. drum
5. rubber
6. paint
7. table
8. cupboard
9. clock
10. castle
11. computer
12. door
13. guitar
14. radio
15. desk
16. jacket
17. piano
18. window

Plurals Practice

Mr and Mrs Dean have three **childs (children)**, two **boy (boys)** and one girl. The girl loves clothes. She has ten **dress (dresses)** and twelve **shirt (shirts)**. The boys love eating. They like **peach (peaches)**, **hamburger (hamburgers)**, and **sandwich (sandwiches)**. Mr Dean is a farmer. He has a lot of **cow (cows)** and some **pig (pigs)**. He has two **horse (horses)**. One horse is white

and one is brown. Mrs Dean is a bus driver.
She drives the school bus. She takes **student**
(students) to school.

Pg. 86

1. sandwiches, Sundays
2. foxes, rabbits
3. men, chairs
4. birds, cherries
5. doctors, feet

Transcripts

Introduction Page 7

Vocabulary Differences

1. The trees are beautiful in **autumn**.
2. He wants to eat some **chips**.
3. They are walking to the **cinema**.
4. My favourite sport is **football**.
5. I wear **trainers** at the weekend.
6. Can I borrow your **rubber**?
7. I like eating **crisps**.
8. I go to **primary school**.
9. She's eating some **biscuits**.
10. Do you want to watch a **film**?
11. My mother can drive a **lorry**.
12. The boys wear **trousers** in winter.
13. We don't live in a house. We live in a **flat**.
14. My jacket is in the **wardrobe**.
15. He eats a lot of **sweets**.
16. My father is a **policeman**.

Unit 1 Page 13

Toys

Jason loves his toys. He **has** a lot of soldiers and guns. He likes playing **with** them after school. Jason has two kites. One kite is round **and** one is square. Sometimes he flies the kite at a **big** park. Jason's favourite toy **is** a teddy bear called Ted. Jason **sleeps** with Ted at night. Today Jason is **making** a castle. This **afternoon** he's going to a toyshop because Christmas is coming. He wants to **buy** paint and paintbrushes for his brother. He wants to buy two puppets for **his** sister.

Unit 2 Page 17

Famous People's Birthdays

1. Justin Timberlake – the 31st of January,
2. Michael Jordan – the 17th of February,

3. Vincent Van Gogh – the 30th of March,
4. William Shakespeare – the 23rd of April,
5. Mark Zuckerberg – the 15th of May,
6. Lionel Messi – the 24th of June

Page 19 Test Practice Listening L1

- A. That's a giraffe.
- B. He's eleven years old.
- C. This is a square.
- D. It is half past three.
- E. The mouse is in the box.
- F. Today is the nineteenth of August.

Unit 4 Page 36 Listening Section L3

Linda likes football but it's not her favourite sport. She likes volleyball best. Evan doesn't play volleyball. He likes tennis best. Linda's brother, Mark, hates running. Mark likes playing baseball. Nathan likes playing in water. His friends say he is a fish. Swimming is Nathan's favourite sport. Logan's brother loves tennis. Logan doesn't like tennis. He likes running. Sally likes baseball but it's not her favourite. She loves football.

Unit 5 Page 45 Speaking Task 1 Talking about Yourself

1. I have one **brother**. We have a **dog**.
2. We live in a **house**. It's **old** and **small**. There are **two** bedrooms.
3. **The living room** is my favourite room. There's a **sofa**, a **table** and a **chair**.
4. We've got two **televisions**. There's one in my bedroom and there's one in my **parents'** bedroom.
5. There's a **large** garden. There are some **peach** trees in the garden.
6. Sometimes we play **football** in the garden.
7. After school I do my homework in **my bedroom**.
8. My favourite colour is **blue** but my bedroom is **yellow**.

Page 46 Dates Practice

1. J.K. Rowling – the 31st of July
2. Jennifer Lawrence – the 15th of August
3. Thomas Muller – the 13th of September
4. Bruno Mars – the 8th of October
5. Winston Churchill – the 30th of November
6. Taylor Swift – the 13th of December

Page 47 Test Practice Listening L1

- A. My favourite sport is baseball.
- B. It's a quarter past five.
- C. The dog is behind the box.
- D. Oh, no. It's raining.
- E. This is a circle.
- F. My birthday is on the 11th of July.

Unit 6 Page 49 Listening Section L1

1

1. Paul **doesn't like** cooking.
2. Liz **hates** driving her car.
3. Alice **likes** vegetables.
4. Paul **isn't** a student.
5. David **is** a teacher.

2

1. Ella isn't a doctor. She's a **farmer**.
2. Gina has a **dog**. She doesn't have a cat.
3. Tony likes **running**. Tony's friend likes swimming.
4. George plays the **guitar**. He can't play the piano.
5. Lynn wants to be a teacher. She is a **secretary**.

Page 49 Test Practice Listening Section L3

Emma is a student. She loves going to school. Emma wants to be a teacher. Serena likes money. She wants to be a businesswoman. Zoe likes books. She wants to be a shop assistant in a bookshop. Jackson's father is a policeman but Jackson doesn't want to be a policeman. He wants to drive a bus. Lily doesn't want to be a secretary or a teacher. She wants to be a doctor. Noah likes animals. He wants to be a farmer.

Unit 7 Page 57 Section H and L2 Practice

Welcome. This is **our** house. Come with me. This is the living room. My brother is watching telly and **eating** sweets. This is the kitchen. It's **my** favourite room. Mum is making biscuits. She makes them with sugar, **milk** and eggs. There **is** some salad on the table. There are also some **apples** in the bowl. Do **you** want a sandwich? Okay, I'm going to **make** a sandwich. There's some bread **in** that cupboard. Oh, no, there's some butter but no bread. Let's **go** to the supermarket. I want to buy some bread. The supermarket is near our house. Let's ride our **bikes** there.

Page 58 Listening Part Three

Martin loves pizza. He wants to eat pizza. Sue likes fruit. She drinks orange juice every day but she doesn't want an orange at the moment. She wants a sandwich. Rose likes pizza but she doesn't want pizza now. She wants a hot dog. Claire never eats hamburgers. She eats fruit every day. Claire wants an apple. James isn't very hungry. He wants an orange. Wendy is hungry. She wants a hamburger.

Unit 9 Page 73 Section H and L2 Listening Practice

Ella lives in the countryside. Her mother and father **are** farmers. They have a **farm** with many cows and horses. Their **house** is near mountains and the sea. Ella doesn't like swimming but she likes **walking** in the mountains. There is a small village near **their** farm. Ella sometimes rides her bike to the village to **buy** sweets. The village **doesn't** have a school. Ella goes to a primary school in a town. Her mother drives her to school **every** day. In September Ella is going to a new school in a big **city**.

Page 79 Test Practice Section L1

- A. Please give me a sandwich.
- B. He can ride a motorbike.
- C. I can see a crocodile.
- D. It is ten to twelve.
- E. The ball is under the bed.
- F. This is a rectangle.

Unit 10 Page 84 Test Practice Listening Part Two

My Dad is a superman. He is a lorry driver. He drives a big lorry for his job. At the **weekend** he rides a motorbike. He can fly an aeroplane and he can **ride** a horse. Sometimes Dad takes me to **school** in his lorry. All the students and **teachers** look at me. I **love** it! I often walk to school. On rainy **days** I usually take a bus. My **mother** is a policewoman. Her police **car** is a BMW. It's white, blue and **yellow**.

Sample Paper Answer Key

PRIMARY LISTENING

Section L1 (10 marks)

2 marks for each correct answer

- A. hot dog (example)
- B. It's twenty past five.
- C. circle
- D. The dog is in the box.
- E. seven years old
- F. 18th September

Section L2 (10 marks)

1 mark for each correct answer

- 1. pet
- 2. ears
- 3. every
- 4. beach
- 5. little
- 6. sea
- 7. near
- 8. chicken
- 9. sleeps
- 10. best

Section L3 (10 marks)

2 marks for each correct answer

Maria fishing

Paula football

Jack tennis (example)

John running

Jenny volleyball

Ben baseball

PRIMARY PAPER

UNLESS OTHERWISE STATED DO NOT ACCEPT
INCORRECT SPELLINGS

Section R1 (10 marks – 2 marks for each correct Section A (20 marks) 2 marks for each correct answer.

1. C Our
2. C doesn't
3. B at
4. A Is
5. D reading
6. A play
7. D Who
8. B are listening
9. D in
10. A Does

Section B (20 marks) 2 marks for each correctly inserted word; don't worry about capital letters.

There is a café near my house. (example) It
is called Café Express. It (1) has nice
cakes and biscuits. My sister likes the cakes
there. (2) She often has a chocolate cake.
My brother goes to Café Express every day. (3)
He loves coffee! There (4) are
sandwiches and ice creams too. I (5) am
always happy in the café. (6) I sometimes
eat my lunch there. The café (7) is very
nice.

Tim and Steven work in the café. (8) They
cook all the food and clean the tables. The tables
(9) have vases on them with flowers. It
looks pretty.

Do (10) you have a café near your
house?

Section C (10 marks) 1 mark for each correct plural word in the space provided; do not accept misspelling.

1. schools fields
2. women stories
3. spiders boxes
4. pizzas parties
5. dresses wardrobes

Section D (10 marks) 2 marks for each correct answer – numbers acceptable with or without hyphens. Misspelling acceptable for 1 mark

1. It's one o'clock.
2. It's six forty-five. / It's [a] quarter to seven.
3. It's three thirty. / It's half past three.
4. It's ten twenty-five. / It's twenty-five past ten.
5. It's eight forty. / It's twenty to nine.

Section E (10 marks) 1 mark for each valid answer. ½ mark for recognisably misspelled words. Singular or plural acceptable.

(other answers may be possible)

apple(s)
armchair
bag
book
bowl
coat
cupboard
curtains
DVD
guitar
hat
mat
newspaper
picturewindow
shoes
sofa
television / tv
tractor
train

Section F (10 marks) 1 mark for each correct answer; accept minor copying errors but not misspelling so bad you can't easily tell what the word is.

1. hospital
2. Weekend
3. circle
4. sweets
5. sentence
6. sofa
7. office
8. cinema
9. triangle
10. rain

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