

# STEP TO

**Elementary**

**Teacher Book**

Official  
preparation  
material for  
Ascentis Anglia  
ESOL International  
Examinations

John Ross



# Step to Elementary Teacher's Book

(July 2010 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 110-page guide has detailed notes on the grammar patterns and vocabulary tested at each level.

## Contents

4	General Advice
4	Introduction Unit
5	Unit 1. School Days
7	Unit 2. Family Tree
8	Unit 3. Best Friends
9	Unit 4. Sports
11	Unit 5. Special Days
12	Unit 6. How's the Weather?
12	Unit 7. A Dog's Life
14	Unit 8. Free Time
15	Unit 9. Around the World
15	Unit 10. What do you do?
17	Transcripts
22	Sample Paper Answer Key
24	CD Track List

## General Advice

### Personalise the Language

Get students to practise words and sentence patterns by making TRUE sentences about THEMSELVES. Emphasise that the sentences should be true and personalised; sentences that are, for example, about a fictional 'John and Mary' will not generate any discussion. With true sentences, students can pair up and take turns reading their sentences and discussing them. A good class wrap-up for this is to have students tell the class something they found out about their partner. Personalised questions using the target words, phrases, or grammar patterns can be used in a similar fashion.

### Assign homework

Many of the sections, especially the test practice sections, can be done at home and the answers discussed in class. Writing homework should also be given on a regular basis.

### Correct mistakes

Students like to know when they are making mistakes. Rather than just correcting verbally, write the errors and corrections up on the board. This works well for writing errors and speaking errors that you overhear, but there are times such as during a class discussion when you do not want to break the flow. For this, a simple oral correction – repeating what the student said with the added correction – works best.

### Try and keep 'teacher talk' to a minimum.

Increase Student Speaking Time by doing pair work and group work. Remember to change pairs so that students aren't always working with the same partners.

### Focus on Usage rather than Explanation

It's very easy to get sidetracked with long explanations about words and phrases, especially when it comes to explaining the subtle differences between similar words. You should

concentrate on giving good examples that show common collocations.

Likewise, you should steer students toward asking about usage; other than for vocabulary exercises, DON'T ask them, "Are there any words that you don't know?" as this leads to a focus on explaining low-frequency vocabulary. Instead ASK "Do you have any questions?" or "Is there anything that you're not sure about?"

### General Advice on...

**Vocabulary Lists and Pictures** See Unit 1 notes for Page 10.

**The Speaking Sections** See notes for Page 11 (and Page 101–102 of the Student Book for detailed notes on the sections).

**Dictation** See notes for Page 11.

**The Writing Section** See notes for Page 13.

**The Listening Sections** See notes for Page 17.

**Personalisation** See notes for Page 19.

**The Reading Sections** See notes for Page 24.



## Introduction Unit

### Starting the Class

If the class is new and the students don't know each other, you should (after getting their names and writing them on the board) do an activity so that they can get to know each other. Long self-introductions are time-consuming and predictable, so it's usually best to do something more interactive. Perhaps the easiest way is to get them into pairs with the task of finding three things they have in common, and one or two things they don't have in common. Have them change pairs once or twice.

Before doing this activity, write some topics on the board – family, interests, work, school, plans, travel – and elicit questions that they can ask about them.

Tell the students to find specific things rather than general ones, e.g. 'We both like hip hop,' is obviously much better than 'We both like music'.

After eight to ten minutes get the students to report back to the class with one thing they found out about each classmate that they spoke to.

Pg. 5 – 7

**Instructions:** Read through the notes, and do the exercises, making sure to emphasise that the differences between American and British English are overstated (and that the idea of a single form of either kind is flawed). In particular, reassure them that they can use American English in the exam.

**Pg. 6 Answers:** 1. theatre 2. favourite  
3. colour 4. learnt 5. kilometre 6. metres  
7. maths 8. neighbour 9. programme

### Pg. 6–7 Vocabulary Differences

**Answers:** 1. primary school, 2. autumn  
3. football 4. crisps 5. biscuits 6. cinema  
7. term 8. petrol 9. underground 10. film  
11. trousers (note: the way Americans use the word '**pants**' is funny for Brits as it means 'underwear' in BrEng.) 12. marks (In British English 'grades' is also used, e.g. '*She got a grade F for French*' but 'marks' is used for percentages, e.g. '*Her marks were really bad last term – she got 40% for French and 30% for English.*') 13. flat  
14. sweets 15. queue

**The pictures are of:** crisps, (a) queue, petrol, (the) underground, sweets, autumn

### Pg. 8 Classroom Language

**Answers:** 1. again 2. do 3. mean 4. make  
5. on 6. together 7. difference 8. what  
9. number 10. What's

Pg. 9

**Answers:** 1. done = **past participle** 2. bedroom = **noun** 3. fly = **verb** 4. handsome = **adjective**  
5. for = **preposition** 6. happily = **adverb**  
7. stand up = **phrasal verb** 8. the = (the definite) **article** 9. the tallest = **superlative**  
10. cleaner = **comparative**



## Unit 1. School Days

Pg. 10

### General Advice for the Vocabulary Lists and Pictures

The first page of each unit starts with boxed vocabulary, 5–6 pictures, and some questions for discussion. The best way to handle this is to start with the pictures. Have the students say what the pictures are. Then go back to the vocabulary list, reading through it and checking that the students know what the words mean. After that, get them to go through the questions in pairs, and then have a class discussion of the questions. If you want, you can get the students to make questions/sentences using the vocabulary.

**Answers:** 1. nursery school ('primary school' is also an acceptable answer as the girl looks quite mature.) 2. medical school 3. university 4. vocational college 5. flight school

2. 4. pilot flight school scientist university  
doctor medical school cameraman film school  
mechanic vocational college

### Vocabulary Notes about Schools:

There are many different names for schools, not only between countries but even within a single country. Students don't need to learn all the variations and where they are used, but they should be aware that there are many differences. They'll usually be able to guess from context what is being referred to.

In the UK, children go to **nursery school**. In America they go to **kindergarten** or **preschool**. Australians use **preschool**, sometimes **kindergarten**.

Students in the U.K. go to **primary school** whereas American kids go to **elementary school**. After that comes **middle school**, (both US and UK) or **junior high school** (primarily US). In British English **secondary school** is another way to say **high school**.

### College versus University

For Americans, **college** is a **university**. For British people, a **college** is usually a kind of school where teenage/adult students learn skills.  
*teacher training college vocational college*

### 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 Anglia speaking test is different from most other tests as it involves interaction with another examinee and not just the examiner. Train the students to have longer conversations with their classmates by asking follow-up questions, using expressions of agreement/disagreement/surprise etc.

### Speaking Test Grading

The different tasks are not graded separately, and the grade awarded for the Speaking Test is an overall mark. The 'Handbook for Teachers' has notes on the five criteria (communication, content, pronunciation, vocabulary, grammar) used for grading.

### 5. Questions for Dictation (For 1–2 choose the tense that best fits your class)

1. What is/was your favourite school subject?
2. Are/Were you a good student?
3. Where did you grow up?
4. Do you have enough free time?
5. What do you (usually) do on Sunday?

### 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. And it saves on photocopying and writing on the board. When dictating questions, you can change them to make them more relevant/interesting to your class. Alternatively, you can get the students to generate the questions; this works best by having the students write two or three questions each, then choosing the best to use for the dictation.

### General Advice on Writing Sections

Your school should have a copy of Anglia's '**A Guide to Composition and Letter Writing**'. This 136-page guide covers Elementary to Masters levels and was written by Liz Bangs-Jones, Anglia's Chief Examiner.

When sitting the test, it's usually best NOT to do the sections in order. The writing question, Section A, is better done after students have

'warmed up' with the other sections.

**Note:** It's important for the students to get into the habit of checking their writing, both for mistakes and for repetition. This seems obvious but is surprisingly rare.

### Essay Titles

On the test paper there is a small box where examinees should write the title of their essay. Test takers should not worry about coming up with a clever title; a simple title repeating the essay question is all that is required. The purpose is for the marker to quickly see what question has been chosen. The title can be either written as it is in the question or it can be capitalised.

E.g. *My Best Friend* *How I usually spend my Sundays*

**Answers: 3.** 1. Because 2. so 3. When 4. because 5. and 6. but 7. Although 8. when 9. and

**Answers:** 4. 1. Japanese 2. maths 3. biology 4. P.E. (Physical Education) 5. geography 6. history

5. 1. When 2. Because 3. when 4. because 5. Another

**Answers: 5.** 1. 5(th) 2. 28(th) 3. 3(rd) 4. 8.15 5. 4.30 6. 11.00 7. £40 8. £12 9. 16 10. 402 11. 1996 12. 24

### Transcript:

1. It's on the fifth of June.
2. Today is the 28th of August.
3. His birthday is on the third of March.
4. It's a quarter past eight.
5. The game starts at four thirty.
6. I'll see you at eleven.
7. It costs forty pounds.
8. It's just twelve pounds.
9. There are sixteen boys in my class.
10. I'm in room four-oh-two.
11. He was born in nineteen ninety-six.
12. You should take bus number twenty four.

## Pg. 17 Listening Part One

### General Note on Listeners

In the test, the recordings are played twice. This can be a bit dull in a good class – you'll have to decide whether to do so or not. Transcripts are at the back of the Teacher's Book. These can be photocopied and given to students who then underline the answers (and perhaps the distractions). This gives students a good feel for the structure and timing of the listening. As the Part One sections are dialogues, they can be done as a speaking exercise in pairs.

**Answers:** 1. D 2. B 3. C 4. B 5. D 6. C  
7. B 8. A



## Unit 2. Family Tree

### Pg. 18

**Answers:** 1. Monopoly 2. Lego (The picture shows Lego **pieces/bricks**)  
3. hula hoop 4. cards (probably **poker**; the hand shown has a full house, in this case three queens and a pair of kings). 5. draughts/checkers (**Draughts** is called **checkers** in the US)

**Vocabulary Notes:** If students ask why some of the toys (Lego, Frisbee etc.) have capitalised names, you can tell them that they are brand names.

Draughts and Monopoly are **board games**.

### Pg. 19

**Answers: 1.** old–young, tall–short, tidy–messy, quiet–noisy, funny–serious, hard-working–lazy, healthy–unhealthy

### General Note on Personalisation

When writing sentences to practise words, phrases and patterns, tell the students to write true and – if possible – personalised examples. Not only are they more memorable and useful, more importantly for the class they can be used for follow-up discussion. And, when students know that the sentences they write for this kind of exercise will be used in the class, they are

more motivated and do a better job. After most of the students have written sentences, either:

(1) Put them in pairs to read (and ask follow-up questions of) their (best) sentences to each other. (2) Get each student to read one of the sentences to the class, and have the other students ask a question about it.

### Guessing the False Statements

Sometimes it's difficult to come up with true personalised sentences. An easier and fun alternative is for students to write a mixture of true and false statements. They read them in small groups/the class, and the other students guess (after all the statements have been read, not one by one) which ones are false.

### Pg. 21

**Answers: 1.** 1. I went to the department store. 2. I bought a pair of shoes. 3. I chose black shoes. (or 'ones') 4. They cost £69. 5. I paid with cash.

### 2. Irregular Verbs

Base Form	Simple Past
begin	<b>began</b>
bring	<i>brought</i>
build	<b>built</b>
buy	<b>bought</b>
catch	<i>caught</i>
choose	<b>chose</b>
cost	<b>cost</b>
drink	<i>drank</i>
find	<b>found</b>
grow	<b>grew</b>
leave	<b>left</b>
lose	<b>lost</b>
meet	<i>met</i>
pay	<b>paid</b>
put	<i>put</i>
ride	<b>rode</b>
say	<b>said</b>
sell	<i>sold</i>
wear	<b>wore</b>
win	<b>won</b>
write	<b>wrote</b>

### Pg. 22

**Answers: 2.** 1. use to 2. used to 3. didn't use to 4. use to 5. used to 6. use to

## Pg. 24 Reading

### General Note on Readings

Anglia has less time pressure than other tests such as TOEFL so the readings can be done a little less frantically. However, the students should not start these sections by reading the whole text in detail from beginning to end. This is unnecessary. It's best to first read through the text quickly to see the topic and structure. Pay attention to the title, the first paragraph, and the first sentences of the following paragraphs. Then go through the questions. (Note: The questions – of the same type – are usually in order).

Get the students to choose keywords to search for, and possible paraphrases/synonyms. Emphasise that the sentence/phrase containing the answer may be worded differently from the question.

Don't get the students to read the readings out loud in class. This is just a time-killing exercise with little benefit for the student who is reading aloud or for the students listening. To generate interest in the reading, you may want to ask some questions about the topic before handling the questions.

Remember to insist on full answers.

## Pg. 25

### Answers:

**4. 1.** (Answers for 1–3 may vary): 1. The Fleetwoods / They spent two years sailing around the world. 2. They sold one of their (two) houses. 3. The best thing (about the trip) was spending time with each other. 4. F 5. T 6. F 7. B 8. B 9. sold 10. normal

**Answers 1–8 are underlined, and 9–10 are in bold font.**

A New Zealand family of four that has spent the past two years sailing the world **(1)** has just returned home. They sailed into Auckland Harbour yesterday afternoon on their 32-foot boat, Julia. **(4)** The family consists of parents Jessica and Mike Fleetwood, son Zach, 11, and daughter Mia, 9.

“Sailing around the world was my childhood dream,” said Mr. Fleetwood. “After we got married, I introduced Jessica to sailing. She loved it and we decided to go sailing around the world.”

To pay for the trip, the Fleetwoods **sold (9)** one of their two houses. **(2)**

From New Zealand they sailed to Australia, (7) Indonesia and Thailand. Then they sailed across the Indian Ocean (8-1) to Africa. After that, the Fleetwoods went around the Cape of Good Hope, and across the Atlantic Ocean. **(8-2)** After spending time in the Caribbean, they went through the Panama Canal. Finally, they sailed across the Pacific Ocean (8-3) back to Auckland.

During the trip, Jessica, a high school teacher, (5) ‘home-schooled’ the children. She says, “The children had a lot of fun. They only felt homesick a few times. We had two computers on the boat so the kids didn’t feel bored in the evenings. The children kept busy writing and taking pictures for our family blog.”

The Fleetwoods say the best part of the two-year trip was spending time with each other. **(3)** The worst thing was eating fish every day. **(6)** Although they enjoyed their sailing trip, they say they are happy to be home in Auckland and they are ready to return to their **normal (10)** lives.



## Unit 3. Best Friends

### Pg. 26

**Answers:** 1. a gym (the woman is running on a ‘treadmill’) 2. church 3. a sports team (the picture shows a rugby team) 4. the Internet 5. an orchestra

### Vocabulary Notes:

**a gym** – (formal ‘gymnasium’) *work out at / go to / belong to a gym*

**church** – [C or U] has several meanings; a building, an organisation, or the activity of attending meetings there, *a beautiful church a friend from (my) church go to church every Sunday*

**an orchestra** – a large group of people who play different musical instruments; a small group is usually known as a ‘band’



**the (Girl) Guides** – an organisation for girls, ‘Girl Guides’ is a little old-fashioned and the girl is usually dropped *She’s in the Guides.*

**the (Boy) Scouts** – as above but for boys

Pg. 28

**Answers:**

It’s a beautiful day, isn’t it?

You’ve booked a hotel, haven’t you?

You stayed there last year, didn’t you?

So, your brother will meet us there, won’t he?

He can’t swim, can he?

Pg. 29

**Answers:** 1. 1. A 2. C 3. D 4. E 5. B 6. H  
7. F 8. I 9. G

3. 1. aren’t 2. do 3. don’t 4. haven’t 5. did  
6. can’t 7. haven’t

Pg. 30

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

Pg. 31

**Answers:** 1. 1. works hard 2. fluently  
3. carefully 4. badly 5. fast 6. well

2. 1. We always go swimming in summer.  
2. My mother seldom shouts at me. 3. He never  
cleans his room because he’s too lazy.

Pg. 32

**Answers:**

1. The paragraph order is 3, 2, 1.

3. (A) a comparative (4) She is richer than me  
(B) a superlative (3) she’s the prettiest girl in our  
class.

(C) the future ‘will’ (5) I think we will always be  
best friends.

(D) the Past Simple (1) I met her in the first year  
of middle school.

(E) the Present Perfect (2) We’ve been best  
friends for five years.

Pg. 33

**Answers:**

1. He is much taller than his brother.  
2. She started studying English three years ago.  
3. Susan doesn’t speak French very well.  
4. I used to collect comic books when I was

young.

5. Steve is a very good father.



## Unit 4. Sports

Pg. 34

**Answers:** 1. football 2. badminton 3. table  
tennis 4. golf 5. cycling

### Vocabulary Notes: 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**’.

Pg. 35

**Answers:** 3. 1. bat 2. hoop 3. jump  
4. bicycle 5. pitch (field) 6. kick 7. towel  
8. beach 9. racquet (also ‘racket’) 10. court

**Follow-up:** It’s good to follow up this exercise up  
with a guessing game done in pairs or threes. A  
student thinks of a sport, and the other(s) ask  
questions. Elicit questions and write the useful  
ones on the board.

*What equipment do you need? Where do  
you/people play it?*

*Do you play/do it inside or outside? Can you  
do it by yourself?*

*Is it a summer sport? Can you give us a clue?*

Encourage the students not to give away too  
much when they answer in order to keep  
the guessing going. For example, Student A  
has thought of ‘volleyball’ and is asked what  
equipment is used. Obviously, answering ‘a  
volleyball’ would give away the answer. It’s better  
to say ‘a ball’. The guessers can then follow up by  
asking ‘Is the ball big?’, ‘How big is the ball?’ or  
asking another question.

As always, model the activity before getting the  
students to do it in pairs/groups.

Pg. 36

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

**Follow-up:**

Do some class brainstorming for essay question using another sport. Write question words up on the board,

*When? How often? Where? Who? Why? What? & Good at it?*

Elicit a sport from the class. Use the question words to ask the class questions.

*When did you start...? How often do you...?*

The class use their imagination to give an answer for each question, which you write up on the board in note form.

'Why?' is the most important question, and should be used several times.

Obviously, 'Why do you like it?' / 'Why is it your favourite sport?' but 'Why?' is useful for follow-up questions to the other questions.

E.g. *When did you start jogging? 15 Why? lose weight*

*Who do you go jogging with? by myself Why? friends hate it*

When you have enough notes on the board, you need to ask the students how they will separate them into 2-3 paragraphs. The first paragraph should have more background information, and the last one should say why it is your favourite. Practice makes perfect. Do more than one example, but try something other than a sport. You could try 'favourite hobby / shop / school subject'.

## Pg. 37

### Answers: 1.

2016 Rio de Janeiro **Brazil**  
2012 London **the United Kingdom**  
2008 Beijing **China**  
2004 Athens **Greece**  
2000 Sydney **Australia**  
1996 Atlanta **the United States**  
1992 Barcelona **Spain**  
1988 Seoul **South Korea**

2. The pictures are: Athens, Rio de Janeiro (sometimes shortened to 'Rio') and London

3. 1. 4 2. 1896 3. 240 4. 200 5. 2008  
6. 11,000 7. 51 8. 110 9. 8

## Pg. 38 Listening Part Three

Answers: 1. 1. True 2. False 3. True 4. True  
5. True 6. True 7. True 8. False 9. False  
10. False

**Transcript:** (An unmarked transcript is at the back of the Teacher's Book)

Bruce Lee was born in San Francisco, California, (1) on November 27, 1940. He grew up in Hong Kong. His family were quite rich. (2) His father was a famous Cantonese opera actor. As a teenager, Lee was interested in martial arts. (3) He learnt kung fu and boxing and he often got involved in street fights. Lee's family sent him to the United States to keep him out of trouble. Lee went to university in the United States. (4) He studied drama and philosophy, but dropped out of university after three years. He left university to open a martial arts school. (5)

Bruce Lee got married in 1964. (6) He and his wife had two children, (7) a boy and a girl. Lee became a famous actor, kung fu teacher and martial artist. (8) He developed his own style of martial art which he called Jeet Kune Do. His films helped make martial arts more popular around the world. The most famous of these films is Enter the Dragon which came out in 1973. (9) It was the first Chinese martial arts film made by a major Hollywood studio. Bruce Lee died in 1973, aged just 32. (10)  
(Note: *Jeet Kune Do* is pronounced 'Jee Kahn Doe')

Answers: 2. 1. B 2. C 3. F 4. A 5. D 6. G 7. E

1. have/had 2. dropped out 3. was born  
4. got married 5. became 6. grew up

**Follow-up:** Part Three of the listening test is usually a biography of a famous person. Therefore, it's good to practise basic biography vocabulary. Because students are young and not famous, use imaginary celebrities. Build up the profile of an imaginary celebrity (perhaps using the name of one of the more out-going students in the class). Write 'born' on the board and elicit a sentence. Keep adding words and phrases (parents, grew up, attended, married etc.) one at a time and building up a complete bio. Erase the notes from the board and then say (or have the students say) True/False sentences.

## Pg. 39 Speaking Task 2

(Note: See Page 101 of the Student Book for details of this Speaking Task.)

In Task Two, students talk about pictures that they bring to the exam. Tell the students to imagine that the two pictures are their photos. In pairs they should take turns describing the pictures followed by asking and answering questions.

### Pg. 40–41

**Answers:** 1. He wanted his students to keep exercising during winter. 2. Hoops replaced baskets in about 1906. 3. He won six NBA championships with the Chicago Bulls. 4. True 5. False 6. greatest 7. indoors



## Unit 5. Special Days

### Pg. 42

1. Thanksgiving (or Christmas Day) 2. Easter  
3. Valentine's Day 4. New Year's Eve  
5. Mother's Day
2. 2. (A) Christmas Day (B) New Year's Eve (C)  
April Fool's Day (D) Valentine's Day (E) Easter

#### Vocabulary Notes:

**April Fool's Day** – (also **April Fools' Day**) a day, the 1st of April, on which people play practical jokes and try to trick each other. In some countries this is just done before noon, and in other countries jokes can be done the whole day. April Fool's Day is not a public holiday.

**Christmas Day** – note the silent 't'. Without the 'Day', 'Christmas' refers to the period or the holiday in general. *We're going abroad for Christmas. I love Christmas.*

**Easter** – this Christian religious holiday celebrates Jesus Christ's return to life after he was crucified (killed on the cross). It is not a fixed holiday, but falls in March or April. There is Good Friday (commemorating Christ's death) and Easter Sunday (celebrating his resurrection two days later).

**Mother's Day** – is celebrated (in most countries) on the second Sunday of May.

**Thanksgiving (Day)** – is an important American public holiday on the fourth Thursday in November; it originated as a kind of 'harvest

festival', i.e. giving thanks to God for the harvest of crops. Canadians have their own Thanksgiving Day (on the second Monday of October).

### Pg. 43 Listening Part Two

**Answers:** 1. also 2. late 3. mother 4. round  
5. eat 6. house 7. new 8. There 9. spend  
10. summer

### Pg. 44

**Answers:** 1. A 2. C 3. C 4. B 5. D 6. A  
7. B 8. A 9. C

### Pg. 45

**Answers:** 2. 1. were eating 2. was walking  
3. were playing 4. met 5. was driving

### Pg. 46

**Answers:** 1. 1. Yesterday 2. afternoon 3. First  
4. After that 5. hours 6. eight o'clock 7. After dinner

### Pg. 47 Section D

#### Answers:

1. I was at home this morning. (or This morning I was at home.)
2. I got up at eleven o'clock.
3. I caught the bus at noon.
4. I brought some sandwiches (for lunch).
5. I bought them at the 7-Eleven

### Pg. 48

**Transcript / Answers:** 4. 1. then, T-H-E-N  
2. immortal, I-M-M-O-R-T-A-L 3. hazel, H-A-Z-E-L  
4. jug, J-U-G 5. them, T-H-E-M 6. point,  
P-O-I-N-T

**Vocabulary Note:** 'hazel' is a colour (green-brown or yellow-brown) most often used to describe eyes, *She has hazel eyes.*

### Pg. 49

**Transcript / Answers:** 5. 1. 19 2. 15 3. 70  
4. 60 5. 18 6. 14

**Answers: Test Practice:** 1. A 2. B 3. D 4. B  
5. C 6. B



## Unit 6. How's the Weather?

Pg. 50

**Answers:** 1. cloudy, and probably windy 2. snow, cold 3. (heavy) rain, (could be a 'thunderstorm') 4. sunny 5. foggy

Pg. 51

**Answers:** 1. 1. E 2. B 3. A 4. D 5. C  
2. 1. B 2. A 3. C 4. E 5. D

Pg. 52–53 Listening and Reading  
The Sahara Desert

**Answers:** 1. 1. world 2. are 3. small 4. two  
5. little 6. afternoon 7. best 8. from  
9. called 10. weather  
2. 1. About a quarter of the desert (or 'Sahara Desert') is sand. 2. (Just) 2.5 million people live in the Sahara. 3. The sirocco is most common in spring.  
3. 4. F 5. T 6. F 7. B 8. C  
4. 9. dry 10. climb

Pg. 54

### things to do

go snorkelling  
collect (sea)shells  
play volleyball  
sunbathe  
swim

### things to eat/drink

a cold drink  
fruit  
iced tea  
juice  
sandwiches

### things to take

swimsuit  
towel  
hat  
sunglasses  
sunscreen

### other

life guard  
sand  
sea  
sunburn  
sunset

**2. Clockwise from the top-right:** life guards / sunset / sunbathe / (sea)shells / snorkelling / sunscreen, sunglasses and towels

Pg. 55

1. 1. decided 2. drinks 3. arrived  
4. snorkelling 5. sunburn 6. sunscreen  
3. 1. My pet rabbit, Fluffy, is three... / Fluffy, my pet rabbit, is three...  
2. Our science teacher, Mr Wang, is... / Mr Wang, our science teacher, is...  
3. My good friends, Tom and Dan, visited... / Tom and Dan, my good friends, visited...

Pg. 56 Section F

### Answers:

1. He lived in France for two years.  
2. I'm going camping with some friends in July.  
3. He switched off the light and went to sleep.  
4. We need to get up early because the bus leaves at seven.  
5. He took off his jacket and put it in his bag.  
6. She's going to Paris by train on Tuesday.  
7. They got married on Valentine's Day in 2003.  
8. I love going to the beach in the summer.  
9. He got on the bus and sat down next to me.  
10. That man standing in front of the bank looks like your father.

Pg. 57 Section G

### Answers: 1.

1. She works in a convenience store.  
2. I don't like my school uniform.  
3. My favourite colours are blue and white.  
4. We're going to buy a car tomorrow.  
5. We'll go fishing if it's sunny.



## Unit 7. A Dog's Life

Pg. 58

**Answers:** 1. husky 2. Labrador 3. take it to a vet 4. Yorkshire terrier 5. wash it 6. walk it

### Vocabulary Notes:

Some dog breeds are capitalised; this is because

the breed names come from the names of places: German shepherds (Germany), Yorkshire (a county in northern England), Labrador (a region in eastern Canada)

**Labradors** are often called **Labrador retrievers** or **Labs** for short. Just in case the students ask, the dog in 3 is a **beagle**, the dogs in 5 are **Pomeranians**. As usual, don't give them this low-frequency specialised (i.e. unnecessary) vocabulary unless they ask for it, and even then it's best to do so after class.

**Taking care of a dog:** you can give them both the verb and noun form for 'walk'

*I **walk** the dog every day. I **take** the dog **for a walk** every day.*

Other words you can teach for taking care of a dog are: *give the dog water, train it, and groom it (this means 'brush' its hair), clean up 'dog dirt'*

## Pg. 59 Wild Animals

**Answers:** camel 4 elephant 1 panda 2  
polar bear 3 kiwi 5

**Corrections:** 1. are, has 2. lives 3. These, well  
4. drink 5. delete 'to', birds

### 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 such as on page 59.

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

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

If students don't limit themselves to animals listed on the board, a combination of descriptions and questions usually works best, the student starting with a description and then the other student(s) asking any kind of question. Model this activity before asking the students to start doing it.

## Pg. 60

**Answers:** 1. Various answers are possible, from a short 'He fell down a hill' to a long 'He slipped on ice and fell 20 metres down the side of a steep hill'.

2. It / Cloudy / He is a sheepdog.

3. Four men took him (to the ambulance).

**Instructions:** As you go through the answers, discuss the process of searching for the answers with the class. Go through the questions in detail, getting students to identify the key search words in the questions and the corresponding words in the article.

1. How did Soros **break his leg**?

Soros slipped on ice and fell 20 metres down the side of a steep hill. He **broke his leg**...

2. What kind of dog is **Cloudy**?

In the morning, **Cloudy**, a sheepdog from a nearby farm, found the injured man.

3. How many men took Soros to the **ambulance**?

The four men carried Soros to the **ambulance** and took him to a local hospital.

## Pg. 61

4. True

Soros was more **worried** about the cold weather than his broken leg.

He was **afraid** that he would die from the cold.

5. False

Soros spent **two nights** lying at the bottom of the hill.

Soros spent **the whole night** lying at the bottom of the hill.

6. False

Murray was **amazed** by his dog's actions.

Murray... "Of course, I'm very proud of Cloudy, but I'm **not surprised** that he carried the message back to me. Cloudy is a really smart dog..."

7. B. (He slipped on ice.) 8. C. (To Murray's farm.)

9. bottom 10. smart

## Pg. 62 Section C

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

**Follow-up:** Get students to make sentences using sentence patterns 1, 3, 4, and 5. You can have the students write the sentences and/or say them. Write some of their sentences up on the board.

## Pg. 63

**Answers:** 2. 1. looks like 2. tastes like  
3 seems. 4. look 5. sounds like

4. 1. herself 2. himself 3. myself 4. itself  
5. yourselves 6. yourself

## Pg. 64 Section F

**Answers:** 1. 1. C 2. A 3. D 4. B 5. G 6. I  
7. F 8. E 9. H

2. 1. down 2. on 3. in 4. up 5. down 6. for  
7. off 8. up 9. on 10. at

**Follow-up:** Depending on the age and atmosphere of the class, you could do some sort of short miming game, guessing the phrasal verb and/or sentence. Write phrasal verbs on pieces of paper: *put on trousers, turn off the computer etc.* Get the students – one at a time – to pick a piece of paper and mime the action.

## Pg. 65 Section D

**Answers:** 1. I went to a party (last night). (Last night I went to a party.)  
2. I wore a blue dress. 3. I drank about six glasses of wine. ('had' can be used instead of 'drank') 4. We left the party at midnight.  
5. I felt fine (this morning).



## Unit 8. Free Time

### Pg. 66

**Answers:** 1. have a barbeque (also commonly spelt 'barbecue') 2. bake 3. skateboard  
4. shop for clothes 5. go to pubs (and/or 'chat with friends')

### Pg. 67

**Answers:** 1. 1. F 2. F 3. T 4. F 5. T 6. T  
7. T 8. F 9. T 10. F

#### Transcript:

Jay Chou is a Taiwanese pop star. He was born in Taiwan on January 18, 1979. (1) He is an only child. (2) His mother and father were both

teachers. His parents divorced when he was 13 years old. (3) In 1998 Jay Chou performed with a friend in a TV singing contest. They didn't win the contest, (4) but the TV host liked Jay's piano playing and song-writing skills. During the next two years, Jay worked as a song-writer, writing songs for pop singers. (5) In 2000 Jay Chou released his first album; (6) it was called Jay. Since then, he has released a new album almost every year.

Jay Chou is very talented. Unlike most singers, he writes his own songs. Jay started learning the piano when he was four years old. He can play other musical instruments, including the guitar, the violin, (7) and the cello. Jay plays many kinds of music, from pop music, to R&B and hip hop. (8)

Jay Chou has also acted in films. (9) His first film was called Initial D which came out in 2005. Two years later he directed his first film. (10)

**Answers:** 2. 1. A, E 2. B, G 3. C, F 4. D

### Pg. 68

**Answers:** (clockwise from the top-right) tai chi, flying a kite, Frisbee, in-line skating, bird watching

**Vocabulary Note:** tai chi is sometimes written t'ai chi and/or with capitalised 'T' and 'C' (**Tai Chi** or **T'ai Chi**)

### Pg. 69

**Answers:**

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

2. On Sunday I went to **a** large park near my home. I ~~playing~~ **played** basketball with my friends. It was really tiring but we had a lot of fun. After playing basketball, we rested under **a** tree. We ~~drink~~ **drank** some cold drinks and ate hotdogs. My friends went home, but I stayed in **the** park.

I put on my new in-line skates and tried to skate. It was very hard and I fell over a few times.

Hayley, **a** girl in my class, saw me. She was also ~~skate~~ **skating**. She showed me how to do it. While I was talking to Hayley, my cell phone rang. My mother said, "Dinner is ready. Come to ~~(delete 'to')~~ home."

It was a fun afternoon in the park. I'm ~~luck~~ **lucky** to have a nice park near my home.

## Pg. 71 Reading

### Answers:

- 2.** 1. There are racoons, (grey) squirrels, and (many kinds of) birds (in the forest).  
2. Two beaches have life guards.  
3. Visitors can see dolphins at the Vancouver Aquarium. (or 'at a/the aquarium')  
**3.** 4. T 5. T 6. F 7. A 8. C 9. interesting  
10. joggers

## Page 72

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

- 2.** 1. wanted 2. went 3. buy 4. were 5. took  
6. cost 7. tried 8. find 9. enjoyed

## Pg. 73 Listening Part Two West Edmonton Mall

### Answers:

- 1.** 1. city 2. largest 3. football 4. visit  
5. everything 6. low 7. more 8. park 9. can  
10. choose



## Unit 9. Around the World

### Pg. 74

**Answers: 2.** 1. the United States ('apple pie' and 'baseball') 2. Israel (the city of Jerusalem)  
3. Australia (picture shows a 'koala' or 'koala bear') 4. Singapore 5. India (the building is the Taj Mahal)

### Pg. 75

**Answers: 2.** 1. French 2. Chinese  
3. Portuguese 4. German 5. Spanish  
6. India/Hindi (note: 'pyjamas' are 'pajamas' in American English) 7. Japanese 8. Italian  
9. Greek 10. Thai

### Pg. 76

### Answers:

- 1.** 1. India 2. Sweden (picture is of an 'ice hotel') 3. Switzerland (however, Austria has similar landscapes and is an acceptable answer)  
4. Indonesia (shadow puppets)

- 2.** 1. Australia 2. India 3. Sweden  
4. Indonesia 5. Switzerland 6. Austria

### Pg. 77

1. South, c 2. country, b 3. b 4. city, b  
5. largest, b 6. highest, a 7. slower, b  
8. closer, a 9. a 10. animal, a 11. a  
12. lake, b

**Note:** When talking about countries, 'large' usually refers to 'area'. However, when talking about cities, it usually refers to 'population'. To clarify this we can add 'by area' or 'by population'. *It's the largest city by area in the United States.*

### Pg. 78

**Answers: 1.** 1. £12.40 2. £3.20 3. £116.00  
4. 1.30 5. 11.15 6. 7.00 7. 28(th) 8. 4(th)  
9. 22(nd)

### Transcript:

1. It's twelve pounds 40 pence. 2. They cost three pounds twenty each. 3. It's one hundred and sixteen pounds. 4. Class starts at half past one. 5. It's a quarter past eleven. 6. We'll be there at seven o'clock. 7. It's the 28<sup>th</sup>.  
8. It falls on the 4<sup>th</sup>. 9. Yesterday was the 22<sup>nd</sup>.

**Listening Part One Test Practice:** (There's a transcript at the back of the Teacher's Book.)

**Answers:** 1. C 2. D 3. B 4. B 5. A 6. D  
7. B

### Pg. 79 Preposition Practice

**Answers:** 1. of 2. at 3. on 4. up 5. off  
6. out 7. in 8. on 9. of 10. off 11. down  
12. like 13. for 14. up



## Unit 10. What do you do?

### Pg. 80

**Answers:** 1. fashion designer 2. farmer  
3. model 4. pilot 5. dentist

### Pg. 82

**1. Answers:** (Transcript at the back of the

Teacher's Book.)

The questions are: 1. ...what do you do during your summer holidays? 2. What other things do you like to do? 3. Do you ever go away? 4. Why do you like the summer holidays? 5. What are you going to do this summer?

**Follow-up:** The questions that Chris asks are an example of what NOT to do! Chris jumps from one topic to another, and does not respond to Robin's answers. It's not a real conversation, just a series of questions. The activity in Part 2 is an opportunity for the students to practise asking follow-up questions in order to continue the conversation.

### Pg. 83 Section G

**Answers:** 1. I will be home before midnight. 2. He is the best student in our class. 3. I have never seen a snake. 4. She was sleeping when I called her. 5. He went to the supermarket to buy some eggs.

### Pg. 84 Section C

**Answers:** 1. B 2. D 3. A 4. D 5. B 6. B 7. C 8. D

### Pg. 85

**Answers: 2** 1. I was talking to a student **who** comes from India. 2. She has many friends **who** are teachers. 3. He loves the new movie **which** was directed by Tim Burton. 4. I like that shop **which** sells Japanese comic books. 5. She was a very talented artist **who** painted and wrote songs.



# Transcripts

## Unit 1 Page 17 Listening Part One

1.
  - A. What is Virginia's address? Is it 129 Oak Street?
  - B. No, that doesn't sound right.
  - A: Okay. Here it is. It's Oak Street but number 127, not 129.
  
2.
  - A. What is Lisa's favourite subject?
  - B. Her favourite subject is French.
  - A. Doesn't she like English more?
  - B. She likes English but French is her favourite.
  
3.
  - A. What time does the game start? Is it two thirty?
  - B. It starts at two o'clock.
  - A. Are you sure?
  - B. Let me check. Oh, it starts at a quarter past two.
  - A. A quarter past two. Thanks.
  
4.
  - A. How long does it take to get to work by car?
  - B. About forty minutes, but I usually take the train.
  - A. And how long does it take by car?
  - B. About fifty minutes.
  
5.
  - A. How many students are there in your class?
  - B. There are ten guys and eleven girls.
  - A. So twenty-one.
  - B. And me, that makes twenty-two students in total.
  
6.
  - A. How much did your cell phone cost?
  - B. Guess.
  - A. Was it a hundred and twenty pounds?
  - B. Good guess but it was cheaper than that.
  - A. Ninety pounds?
  - B. No, it cost me a hundred pounds.
  
7.
  - A. When's Gordon's birthday? The 26th?
  - B. No, it's the day before Christmas.
  - A. The 24th of December.
  - B. Yes, that's right.
  
8.
  - A. Which room is David in? Is it three-oh-five (305)?
  - B. No, that's my room. Isn't he on the fourth floor, in four-oh-five (405)?
  - A. Oh, I remember now. No, his room is three-oh-three (303).

## Unit 4 Page 38 Listening Part Three

Bruce Lee was born in San Francisco, California, on November 27, 1940. He grew up in Hong Kong. His family were quite rich. His father was a famous Cantonese opera actor. As a teenager, Lee was interested in martial arts. He learnt kung fu and boxing and he often got involved in street fights. Lee's family sent him to the United States to keep him out of trouble. Lee went to university in the United States. He studied drama and philosophy, but dropped out of university after three years. He left university to open a martial arts school.

Bruce Lee got married in 1964. He and his wife had two children, a boy and a girl. Lee became a famous actor, kung fu teacher and martial artist. He developed his own style of martial art which he called Jeet Kune Do. His films helped make martial arts more popular around the world. The most famous of these films is Enter the Dragon which came out in 1973. It was the first Chinese martial arts film made by a major Hollywood studio. Bruce Lee died in 1973, aged just 32.

## Unit 5 Page 49 Listening Part Three

1.
  - A. What's Steve's office number?
  - B. It's either 403 or 407.
  - A. Isn't it three-oh-something?
  - B. Okay. Here it is. It's 307.
2.
  - A. How long is the film?
  - B. I'm not sure but I think it's about two hours.
  - A. Isn't it about 90 minutes?
  - B. Check the DVD cover. It's over there.
  - A. You're right. It's 130 minutes.
3.
  - A. What time does the bus leave? Is it twelve?
  - B. It used to leave at twelve, but now it leaves at half past twelve.
  - A. 12.30, good. It's 11.45 now so we have plenty of time.
4.
  - A. How much did the wedding ring cost?
  - B. It was originally a thousand pounds but I got a 20% discount.
  - A. So, 800 pounds?
  - B. Yes.
5.
  - A. How does Kurt spell his surname? Is it M-A-N-K-E-L-L?
  - B. Let me check my notebook. It's M-A-N-K-L-E-R.
  - A. M-A-N-K-L-E-R?
  - B. Yes.
6.
  - A. When is Easter this year? Is it the 14th?
  - B. I think it's in the first week of April. Maybe the 4th.
  - A. Can you check your calendar?
  - B. Here it is. Easter starts on the 24th this year.

## Unit 8 Page 67 Listening Part Three

Jay Chou is a Taiwanese pop star. He was born in Taiwan on January 18, 1979. He is an only child. His mother and father were both teachers. His parents divorced when he was 13 years old. In 1998 Jay Chou performed with a friend in a TV singing contest. They didn't win the contest, but the TV host liked Jay's piano playing and song-writing skills. During the next two years, Jay worked as a song-writer, writing songs for pop singers. In 2000 Jay Chou released his first album; it was called Jay. Since then, he has released a new album almost every year.

Jay Chou is very talented. Unlike most singers, he writes his own songs. Jay started learning the piano when he was four years old. He can play other musical instruments, including the guitar, the violin, and the cello. Jay plays many kinds of music, from pop music, to R&B and hip hop. Jay Chou has also acted in films. His first film was called Initial D which came out in 2005. Two years later he directed his first film.

## Unit 9 Page 78 Listening Part One

1.
  - A. How does she spell her surname? Is it F-A-I-R?
  - B. It sounds like that but it has a silent 'E' on the end.
    - A. So, F-A-I-R-E?
    - B. Yes, that's it.
  
2.
  - A. What is Sandra's favourite colour?
  - B. She loves bright colours.
    - A. Yes, I always see her wearing really bright yellow shirts.
    - B. Actually, that's her work uniform. Her favourite colour is red.
  
3.
  - A. What time does the documentary on Australia begin? Eight-thirty?
  - B. The programme usually starts at half past seven but it's on later today because of the football.
    - A. At what time?
    - B. Oh, sorry. It's on at eight o'clock.
  
4.
  - A. What's his Post Office Box number?
  - B. I'm not sure. Is it 112?
    - A. No, I think it's 120 or 121.
    - B. Let me check. Oh, we're both wrong. His P.O. Box number is 118.
  
5.
  - A. How much did the car cost?
  - B. Nineteen hundred pounds.
    - A. Nine thousand? What a rip-off!
    - B. No, nineteen hundred, you know, one thousand and nine hundred.
  
6.
  - A. When does the new school term begin? Is it the 23rd or the 24th?
  - B. Probably the 23rd because it's a Monday. Check their website.
    - A. Oh, it's earlier than we thought. The term starts on the 14th.
  
7.
  - A. What is Karen wearing?
  - B. She wanted to wear her jeans but couldn't find them. She's wearing a short skirt.
    - A. Ah, her pink tennis skirt?
    - B. No, the black one and a matching jacket.

## Unit 10 Page 82 Speaking Task Three

**Examiner:** Robin, have you chosen a topic?

**Robin:** Yes, I'm going to talk about how I spend my summer holidays.

**Examiner:** Okay, Chris, please ask Robin about how she spends her summer holidays.

**Chris:** Robin, what do you do during your summer holidays?

**Robin:** I usually stay at home and relax. I like to play computer games.

**Chris:** What other things do you like to do?

**Robin:** I sometimes go swimming with friends or read novels.

**Chris:** Do you ever go away?

**Robin:** I usually visit my relatives for a few days.

**Chris:** Why do you like the summer holidays?

**Robin:** Because the weather is good and I can relax.

**Chris:** What are you going to do this summer?

**Robin:** I'm going with my family to Thailand for two weeks.

# Sample Paper Answer Key

## ELEMENTARY LISTENING

### Part One (20 marks – 4 marks for each correct answer)

- A. 7 o'clock (example)
- B. computer game
- C. 60 euros
- D. Barbados
- E. cousin
- F. blue

### Part Two (40 marks – 4 marks for each correct answer; accept slight misspellings for 2 marks)

1. most
2. from
3. which
4. found
5. languages
6. there
7. good
8. very
9. days
10. largest

### Part Three (40 marks – 4 marks for each correct answer)

1. F
2. F
3. T
4. T
5. F
6. T
7. F
8. T
9. F
10. F

## Elementary Paper

### Section A (20 marks)

Usual criteria apply

### Section B (20 marks – 2 marks for each correct answer)

For these three answers there must be a full sentence to get the two marks. Answers may vary in construction from the ones given below. Lifting from the text is allowed but if the candidate has clearly lifted too much text in the hope of the answer being in there somewhere give only 1 or no marks.

1. Elephants live in Africa and Asia.
2. Female Elephants can weigh / be [up to] 3,000 kg.
3. Elephants need to drink 200 Litres [of water] per / each day
4. True
5. False
6. False
7. B
8. C
9. heavy
10. difficult

### Section C (20 marks – 2 marks for each correct answer)

1. D well
2. B hasn't been
3. A see
4. C was writing
5. B to catch
6. A which
7. D can't you?
8. C myself
9. A we will
10. A go

### Section D (10 marks – 2 marks for each correctly formed answer)

1. The tickets / They cost 30 euros.
2. I / We bought them online.
3. I wore my new shoes (to the concert).
4. The band sang twelve songs.
5. I / We got home very late.

### Section E (10 marks)

- 1 mark - first name
- 1 mark - surname – no marks if you can definitely see that the candidate has got these the wrong way round.
- 2 marks - Address and postcode / zip code – the 2 marks are for a clear address that makes sense i.e. you would have confidence that a letter addressed with this formula would arrive at its destination. The address may be fictional but must be plausible in that it is convincing. The postcode / zip code may be left blank if none seems to be needed. Take one mark off however if something which is clearly not a postcode / zip code, e.g. a town, is put in this space.
- 1 mark - Country
- 1 mark - Nationality
- 1 mark - Age

- 1 mark - Dob - accept 30.10.94, 10.30.94, 30(th) December (19)94, December 30(th) (19)94; no mark for this year or no year.
- 1 mark - Interests - single words or whole sentence acceptable
- 1 mark for overall look of the form – legible? spelling? clear? etc

**Section F (10 marks –1 mark for each correct word)**

1. at in
2. to by
3. on at
4. on with
5. in on

**Section G (10 marks –2 marks for each correct sentence).**

1. That is a new book.
2. Daniel was proud of his picture.
3. Monica's cat is older than mine.
4. You shouldn't play football in the street.
5. My brother used to play in a band.

## CD Track List

Track 1	Book Intro	
Track 2	Introduction	Page 8
Track 3	Unit 1	Page 16, 5
Track 4		Page 17
Track 5	Unit 4	Page 37, 3
Track 6		Page 38, 1
Track 7	Unit 5	Page 43, 1
Track 8		Page 48, 4
Track 9		Page 49, 5
Track 10		Page 49
Track 11	Unit 6	Page 52, 1
Track 12	Unit 8	Page 67, 1
Track 13		Page 73
Track 14	Unit 9	Page 78, 1
Track 15		Page 78
Track 16	Unit 10	Page 82, 1
Track 17	Sample Paper Listening	