

STEP TO

Intermediate

Teacher Book



Official
preparation
material for
Ascentis Anglia
ESOL International
Examinations

CEFR B1

John Ross

Step to Intermediate Teacher's Book

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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
6	Introduction Unit
6	Unit 1. Mother Tongue
8	Unit 2. Dressed to Kill
9	Unit 3. Straight As
10	Unit 4. Take it Easy
11	Unit 5. Logged On
12	Unit 6. Shop 'Til You Drop
13	Unit 7. Soul Mate
13	Unit 8. The Silver Screen
15	Unit 9. Fit as a Fiddle
16	Unit 10. The Grass is Always Greener
18	Listening Transcripts
24	Sample Paper Answer Key
26	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 statements, 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.

Not only are personalised sentences more memorable and useful, 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.

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.

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 for 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; For example, when handling a reading exercise don't ask, "*Are there any words that you don't know?*" as this tends to lead to a focus on explaining low-frequency vocabulary. It's better to ask, "*Do you have any questions?*" or "*Is there anything that you're not sure about?*"

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.

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.

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 choose 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.

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 or changing it a little is all that is required. The purpose is for the marker to quickly see what question has been chosen. The title can be written in lower-case letters as it is in the question or it can be capitalised.

Essay question: *Write a description of an interesting person you know.*

Essay title: *An Interesting Person I Know*

Essay question: *What would you do if you won \$5,000,000?*

Essay title: *If I Won \$5,000,000*

General Note on Listenings

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.

General Note on Readings

The Anglia tests have 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.



Introduction Unit

Pg. 5–6 British vs. American English
Students who have studied American English are intimidated by having to handle British English. You should try to ease their irrational fears, and emphasise that there are very few differences.

Pg. 6 Introduction

BrE Vocabulary (in the bold font)

1. **theatre** theater
2. **favourite** favorite
3. catalog **catalogue**
4. neighbor **neighbour**
5. criticize **criticise**
6. honor **honour**
7. **levelled** leveled
8. **legalise** legalize
9. meters **metres**
10. behaviour **behaviour**
11. labor **labour**
12. organize **organise**

Vocabulary Differences

The following words are British English.

1. shop / underground / trousers / jumper
(**Note:** The way Americans use the word 'pants' is funny for Brits as it means 'underwear' in British English.)
2. pocket money / crisps / biscuits / sweets
3. cinema / film / queue / football
4. primary / marks / maths
5. holiday(s) / autumn / term / a fortnight.
6. flat / petrol / motorway / lorries

Pg. 7 Classroom Language

1. Can you say that again please?
2. How do you spell...?
3. What does... mean?
4. What page are we on?
5. Have you got a partner?
6. What's the difference between A and B?
7. Can you make a sentence with...?
8. Can you give us another example?
9. Sorry, I'm a bit confused. Can you explain it again?
10. Let's ask the teacher.
11. What did you get for number 2?
12. What's the answer to number 3?
13. Can you correct this essay for me?
14. Sorry I'm late. I missed my bus.

Pg. 8 Find someone who...

Remember to model this before getting the class to do it. Take the first sentence, "..... is a bookworm" and elicit questions for it; You can accept a direct question like "Are you a bookworm?" but it's better to encourage broader, more natural questions like, "Do you enjoy reading?" Elicit follow-up questions, and write notes on the board as an example of what they should write under 'More Information'.

Pg. 9 Grammar Terms

Answers: The highlighted words/phrases 1-8 are:

I'm **the oldest** of four **boys**. I **grew up** in a town **in** Belgium which is **famous** for **its beer**.

- (1) **the oldest** = comparative
- (2) **boys** = countable noun
- (3) **grew up** = phrasal verb
- (4) **a** = indefinite article
- (5) **in** = preposition
- (6) **famous** = adjective
- (7) **its** = possessive
- (8) **beer** = uncountable noun



Unit 1. Mother Tongue

Pg. 10 Vocabulary – Signs

(There are various ways that the signs can be described.)

1. No dogs. / Dogs are not allowed. (You might see it in a park or at a beach. The language is in French.)
2. No kissing. (This unusual sign could be found anywhere in public. This sign was placed in a train station in England. It was a humorous attempt to keep commuters moving quickly and not take too much time 'saying good-bye'.)
3. Don't walk on the grass. (You might see it in a park. The language is German.)
4. Take care not to fall in the water. (It's also German.)
5. The sign means 'exit' and would probably be found on a motorway. ('UIT' is Dutch for 'out'.)
6. Paper recycling / recyclable (You might see it on a recycling bin in a public place such as

a park, car park, or it might be on the side of a paper product such as a cardboard box. 'Papel' is Spanish for 'paper'.)

- No kite flying! / Flying kites is prohibited. (You might see it in a park.)
- Danger – (high voltage) electricity! (It is in Spanish, and might be seen near a subway.)
- No spitting. (You would probably see this near a pavement.)
- The sign is in Japanese. It warns visitors about bears not being as friendly as people may think, i.e. they should keep away from them. This sign could be seen in a zoo, or perhaps on a mountain hiking trail.

2 The Questions for Discussion are:

- What languages do you speak?
- What languages would you like to learn?
- What would you say is the hardest thing about learning English?
- Do you think your mother tongue is harder to learn than English is?
- Do you ever use English outside of the classroom?

Pg. 11

4 Adjectives for Nationalities

- French
- China
- Japanese
- Greek
- Russia
- Argentina
- Portuguese
- Korean
- Italy
- Cyprus

5 Discussion

The exceptions to the country adjectives also being the language of the country are:

Country	Language
Argentina	Spanish
Brazil	Portuguese
Britain	English
Cyprus	Greek and Turkish
Egypt	Arabic

Pg. 12 Improving your English

Answers:

- single (*individual* or *new* are other possibilities)
- to
- about
- difficult (*hard* would be an equally good guess)
- grammar
- find
- enough
- called
- never
- good

Pg. 13 Guess the Questions

There are several possible questions for each answer.

- “Can you introduce yourself?” or “Can you tell

us a little something about yourself?”

- “What do you do in your free time?” or “What are your hobbies?”
- “How long have you studied English?”
- “What do you do (for a living)?”
- What are your study plans (in the next few years)?

Language Note: hobby and hobbies

Students often misuse ‘hobby’, typically using the singular form in unnatural ways; write ‘hobby’ and ‘hobbies’ on the board and elicit sentences from the students. Correct them if they produce sentences such as ‘My hobby is making models’. Obviously, a person should have more than one hobby. It would be better to say, ‘My hobbies are making models and playing computer games’, or something like ‘My favourite hobby is...’.

2 Possible Follow-up Questions include:

- Do you enjoy living in Beijing? How are your studies going? When will you graduate?
- What kinds of things do you like to photograph?
- Did you like English when you were at school? Did you study it by yourself or did you take classes?
- Do you like your job? Do you ever take business trips overseas? What kind of products does your company make?
- Which university would you like to go to?

Pg. 14 Test Practice Section E

- anger
- Chinese
- interested
- pride
- receptionist
- striped
- Italian
- exciting
- boring
- tired

2 -ed & -ing adjectives

- tiring
- interested
- relaxing
- excited
- annoyed
- bored

Pg. 15 Corrections

3

- He has **much** (a lot of) money.* (the more informal **lots** is also possible).
‘Much’ is used in negative sentences “I don’t have much money,” and questions “Does he have much money?” but is not usually used in affirmative sentences such as in 1. However, ‘much’ is used in affirmative sentences in formal English. “*Much has been written about the need to develop clean fuels but...*”
- The food was **very** (**absolutely**) terrible.

3. We had so much **funny (fun)**.
4. He's **very taller**. "He's **much** taller." or "He's **very tall**."
5. I went **to hike (hiking)** yesterday.
6. I **very much enjoy swimming**. (I **enjoy swimming very much**.)
7. They're all the time **together**. (They're **together** all the time.)
8. You **have** better **to** see a dentist. (You **had** better see a dentist.)
9. I like team sports (**such as**) **as** football.
10. It's hard to find **a work** ('**work**' or '**a job**').

6 The following combinations are wrong: **very** freezing **very** huge **absolutely** bad

Pg. 16 Listening Part One

2 Times and Prices for Dictation

These are on the CD but you may find it easier just to read them out yourself.

1. a hundred and forty pounds (£140)
2. twenty-five pounds, fifty pence (£25.50)
3. six pounds and ninety pence (£6.90)
4. three pounds twenty (£3.20)
5. forty p (40p)
6. seven fifty-five (7.55)
7. half past eleven (11.30)
8. a quarter past nine (9.15)
9. a quarter to eight (7.45)

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

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

Pg. 17

5 Paraphrasing dates 1. g 2. c 3. f 4. a
5. d 6. b 7. e

Test Practice

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

There is a photocopyable transcript of the dialogue at the back of the teacher's book.



Unit 2. Dressed to Kill

Pg. 18

Answers: 2. 1. high heels 2. a vest ('tank top' in American English), jeans, boots 3. a hair clip 4. (mini-) skirt, tights, high heels 5. shirt, tie, blazer 6. pyjamas (Note: the American spelling is 'pajamas') 7. shorts 8. earrings

3. Various answers are possible (and largely a matter of opinion).

1. They (The high heels) are too high.
2. They (The jeans) are too baggy / big / large / long.
3. It (The hair clip) is too large / colourful / bright.
4. It (The mini-skirt) is too short.
5. The blazer and tie are too large.
7. They (The shorts) are too short.
8. They (The earrings) are too large.

Pg. 19 Enough vs. Too

This cake isn't very nice. It's not sweet **enough**.

There aren't **enough** parking spaces.

I didn't have **enough** time to do my homework.

I'd like to join the army but I'm not old **enough**.

Don't worry. We have **enough** time.

My grades weren't good **enough**.

3 Some possible answers for the sentence completion exercise are:

1. I'm not old enough to ... *vote drink alcohol retire*
2. I'm not strong enough to ... *play rugby do ten push-ups*
3. I'm not fit enough to ... *run a marathon go hiking play football*
4. I don't have enough time to... *read exercise*
5. I don't have enough money to... *buy a car travel overseas*

Test Practice Section D

1. The weather was too cold to go swimming
2. The room wasn't big enough for the wedding.
3. She is too young to go to pubs.
4. The trousers weren't long enough.
5. The box wasn't light enough to pick up.

Correction: 'jewellery' is misspelt as 'jewelery' in the boxed vocab.

Pg. 20

1 Questions for Discussion

1. shopping 2. fashion 3. buy 4. boots
5. wear 6. jewellery (the American spelling is 'jewelry')
7. long 8. suit 9. item

Part Four Listening Test Practice Dictation

(These are on the CD. If it's not convenient to play it in class, you could read them to the students – once at normal 'intermediate level' speed then again slowly.)

1. In general, women pay more attention to their appearance than men do. However, this is not true for my family. I care much more about fashion than my sister does. I spend a fortune buying the latest designer clothes.
2. Clothes tell you a lot about a person. For example, confident people like to wear bright colours and shy people like to wear dull colours such as grey. You can also tell whether a person is neat or messy.
3. I'm not a smart shopper. I often buy clothes that I don't need just because they're on sale. Another mistake that I make is buying clothes that are too small because I think that I'm going to lose weight.

Pg. 21

2 School Uniforms

1. primary
2. typically
3. summer
4. argue
5. keep
6. every
7. ugly
8. improve
9. years
10. shown

3 Synonyms and Antonyms

Synonyms

Paragraph 1 sweater (American English) *jumper*
informal *casual*

Paragraph 2 agree with *support* said *claimed*
stop *prevent*

Paragraph 3 proof *evidence* educational
academic

Antonyms

Paragraph 1 minority *majority* different *similar*

Paragraph 2 optional / voluntary *compulsory*
allow *prevent*

Paragraph 3 private *public* worse *better*

Pg. 22

1 Collocations

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

1. Public schools
2. keep up with + the latest fashions
3. The majority of
4. short-sleeved shirts

Test Practice Section E

1. Happiness
2. beginner
3. buildings
4. invitation
5. childish
6. worried

7. dangerous
8. informative

adjective to noun <u>-ness</u>	mean <u>ness</u>	kind <u>ness</u>	dark <u>ness</u>
verb to adjective <u>-ive</u>	attract <u>ive</u>	invent <u>ive</u>	
noun to adjective <u>-ish</u> <u>-ous</u>	self <u>ish</u>	fool <u>ish</u>	ambit <u>ious</u>
verb to noun <u>-er</u> <u>-ing</u> <u>-ion</u>	writ <u>er</u>	fish <u>ing</u>	invent <u>ion</u>

Pg. 23 Have/Get Something Done

6 Dictation

1. Would you like to have your ears pierced?
2. Have you ever had your hair permed?
3. Where can I have my computer repaired?
4. Would you like to have your teeth whitened?
5. Have you ever dyed your hair?

Pg. 25 Essay Writing

- Answers: 3** 1. In particular 2. Because
3. so 4. As a result 5. when 6. Although
7. For example 8. As soon as 9. In addition



Unit 3. Straight As

Pg. 26

- 2.1** 1. eye test 2. medical exam or drug(s) test
3. breath test 4. pregnancy test 5. written test

- 3.** 1. breath test 2. an eye test 3. oral tests
4. a drug(s) test 5. a pregnancy test
6. medical exam

Pg. 27 Exam Experiences

- Answers: 4.** 1. measure, coursework 2. sitting
3. memory, marks 4. take

Pg. 29 Reading

General Note on Readings

Students shouldn't read the whole text in detail before starting the questions. It's better to have a quick look through the text to see the topic and structure, then go through it more carefully when answering the questions. In particular, when skim reading the article they should pay attention to the first paragraph, and the first sentences of the following paragraphs.

Get the students to guess the kind of answer they will be looking for, and the keywords to search for. Emphasise that the answer will probably be worded differently from the question.

Notes: (1) The questions – of the same type – are usually in order.

(2) Don't get the students to read the readings out loud. This is just a time-killing exercise that is of little benefit to the student doing the reading aloud and for the students listening.

Answers:

1. He's a florist. 2. He crashed into a parked car. 3. He felt ashamed that he couldn't drive.
4. False 5. True 6. B 7. C 8. B
9. frustrated, recalls 10. continue, ashamed

Pg. 30 Writing

- 1** 1. go off 2. missed 3. broke 4. fell asleep
5. forgot 6. fell out 7. twisted 8. cheating
9. fainted 10. caught

Pg. 31 Essay (Worst day at School)

- 4** 1. When 2. while 3. After 4. moment
5. continued 6. From now on
- 5** A. While I was running, I slipped...
B. After arriving at school, I apologised...
C. I was playing cricket with some friends when suddenly I hit the ball really far.
D. At that very moment, the headmaster walked in...

Pg. 33 Listening

3 Dictation

The following sentences are on the CD but it may be easier for you just to read them to the students.

1. My telephone number is **613 8768**. 2. The extension number is **204**. 3. The room number is **713**. 4. The password is **306 882**. 5. The area code is **01703**. 6. His mobile phone number is **0931 663 044**. 7. His home number is **3710012**. 8. I'm taking chemistry class **104**.
9. His address is **124** Oak Street.

Test Practice Part One Listening

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

Unit 4. Take it Easy

Pg. 34 Vocabulary

- 2.1** 1. mountain biking 2. woodworking
3. bird-watching 4. go-karting 5. paintball
6. socialising

Pg. 35 Prepositions

- 3** 1. at 2. in, on 3. in 4. at, on 5. in
4 1. on 2. in 3. in 4. on 5. in 6. x 7. at
(‘on the weekend’ is acceptable although it is generally just used in American English) 8. on
9. at, on 10. in 11. x 12. on

Pg. 36 Speaking task 3A

1

22 Wednesday	Lunch with Uncle Douglas. <i>swimming 8:00</i>
23 Thursday	Driving lesson 1-2pm. <i>play tennis 3:00 – meet at courts</i>
24 Friday	Concert, starts at 9pm. <i>meet 7:20 next to station, in front of bookshop</i>
25 Saturday	Part-time job... 7am-2pm. <i>dinner at B's house, pick me up at 6</i>
26 Sunday	Trip to France, leave at six in morning.

Pg. 39 Test Practice Section C

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

Pg. 40 Test Practice Section E

1. kindly 2. robbers 3. slowly 4. careful
5. patience 6. quickly 7. runners 8. hottest
9. pleased 10. celebrate

- | | |
|--------|-----------------------------|
| ban | baned / banned |
| rob | rober / robber |
| wait | waiting / waitting |
| hit | hiting / hitting |
| run | runing / running |
| jog | joging / jogging |
| firm | firmer / firmmer |
| stop | stoped / stopped |
| trim | trimed / trimmed |
| scar | scared / scarred |
| ride | riding / ridding |
| happen | happened / happenned |
| train | trainer / trainner |



beat **beating** / beating
travel traveled / **travelled**

Pg. 41 Schools around the world

2 Jacob: packed lunch Ravi: principal, anthem
Susan: school year Mizuki: terms, after-school

3.1 Jacob has the shortest school day and
Mizuki has the longest school day.



Unit 5. Logged On

Pg. 42 Vocabulary

1 1. electronic book reader 2. camcorder
3. flash drive 4. MP3 player 5. games console
6. webcam

Pg. 43 Reading

3 1. desktop 2. search engine 3. type
4. download 5. blog 6. e-mails 7. virus

5. 1. d 2. c 3. b 4. a 5. f 6. g 7. e

Prepositions

1. with 2. into 3. in, with 4. by 5. out, on
6. By, In

Pg. 45

Commonly Misspelled and Confused Words

1. 1. dessert, than 2. alone 3. rise 4. a little
5. lose 6. few 7. affect 8. advice

Notes on differences

raise vs. rise

Both words mean 'to move upwards', but they are not interchangeable. **Raise** is a transitive verb (i.e. needs an object) while rise is an intransitive verb (doesn't need an object).

We could say: *The government will **raise** the price of petrol.*

Or use a passive form: *The price of petrol will **be raised**.*

Some examples to give your students: *The sun **rises** in the East. I **raised** my hand.*

little / a little

'Little' and 'a little' are used with uncountable nouns. *I'll have **a little** wine.*

*I have **little** interest in sport.*

'Little' has a negative meaning. It means not as much as you would like or expected. 'A little' means 'some'.

few / a few

The same as 'little / a little' but used with plural countable nouns. 'Few' has a negative meaning. It means not as many as you would like or expected. 'A few' means 'some'.

*I had **a few** sandwiches. I have **few** friends.*

affect vs. effect

'Affect' is a verb and 'effect' is a noun.

advise vs. advice

'Advise' is a verb and 'advice' is a noun.

2 Phrasal Verbs

1. off 2. down 3. for 4. up 5. in 6. on / in
(Note: you can say **log on/in** and **log off/out**)

Pg. 46

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

Test Practice Section F

1. looking into 2. giving up 3. looking forward to ('looking into' is also possible) 4. went off
5. came across

Pg. 47 Talking about the Future

Answers: 1. It's best if you write the sentences in order on the board.

1. It will happen
2. I think it is going to happen
3. It will probably happen.
4. It might happen.
5. It's unlikely to happen
6. It is highly unlikely to happen.

Pg. 48 Writing an Imaginative Essay

Answers: 2. 1. predictions 2. are 3. probably
4. will 5. likely 6. decades 7. might
8. predict 9. hopeful

Pg. 49 Test Practice Section D

1. It was such a fragile vase that they were afraid to move it.
2. It was such a bumpy flight that we threw up.

3. The weather was so bad that we went home early.
4. The test was so difficult that most of the students failed it.
5. It was such a popular book that it sold out within a week.
6. It was such a high wall that I couldn't climb over it
7. The afternoon was so warm that we decided to go to the beach.
8. They were such successful programmes that they are planning a new series.



Unit 6. Shop 'Til You Drop

Pg. 50

Answers: 1. 1. perfume 2. a parrot 3. in-line skates (you might want to point out they are also commonly called 'rollerblades') 4. a gift basket 5. a Swiss army knife 6. binoculars

Pg. 51

Tips for Shopping 3. 1. shopping 2. list 3. sale 4. discounts 5. expensive 6. deals 7. cash 8. service

5 1. at, about/around/over 2. on 3. around 4. back 5. of, for 6. up 7. to 8. to, from 9. off/back 10. in

Pg. 52 Writing a Descriptive Essay

1 The essay is too short, lacks structure and has too much repetition.

2 1. nice 2. (clothes) shop, clothes, sometimes 3. so (used in the last two sentences) 4. The last sentence.

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

Pg. 53

Answers: 4. 1. packed 2. selection 3. knowledgeable 4. five-minute 5. browse 6. especially 7. fortunate

Pg. 54 Part Four Listening Dictation

1.
I work as a fashion designer. People often tell me that I am really lucky to have such a great job.

It's true that the work is a lot of fun but it also involves a great deal of stress.

2.

On Sunday I went shopping with my sister at a new department store. The store had a special opening sale so everything was half price. I bought a really beautiful black leather jacket and she bought several pairs of shoes.

3.

My favourite hobby is collecting coins. I got into it when I was about nine and have been doing it ever since. I used to have coins from all around the world, but now I specialise in ones from Europe.

Spelling Homophones

(The word 'homophone' comes from Greek, 'homo' = the same and 'phone' = sound).

(1) peace (2) week (3) threw (4) pair (5) hole (6) waste (7) know (8) weather (9) sea (10) dyed (11) their (12) You're (13) too (14) past (15) Whose (16) It's

Pg. 55 Conditional Sentences

1 The three sentences differ as follows:

'If he studies hard, he will pass the test' suggests a real possibility that he will study hard and pass the test whereas 'If he studied hard, he would pass the test' means that it is less likely – we are just imagining the possibility. The third sentence 'If he had studied hard, he would have passed the test' refers to an imagined past different from what actually happened.

Test Practice Section C

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

Pg. 56 Writing an Imaginative Essay

2 A. 3 B. 5 C. 6 D. 4 E. 7 F. 2 G. 14

3 The body paragraphs of the essays are divided as follows:

Essay 1: things I would do for myself, things I would do for others

Essay 2: things I would do right away, things I would do later



Unit 7. Soul Mate

Pg. 58 Vocabulary

Answers: 1. 1. picnic 2. birthday party
3. potluck party 4. fancy dress party
5. barbeque

Pg. 59

3 Tell the students to write down the food and drinks that the two friends are going to provide for their guests.

...won't need to cook. ...buy some snacks. ...peanuts, crisps, and some fruit. ...pizza (order 12) ...wine – two bottles of red, a bottle of white, a dozen cans of beer...some juice and soft drinks

Pg. 60 Phrasal Verbs

1 1. D 2. A 3. C 4. B 5. F 6. E
2 1. take after 2. get on 3. fallen out 4. let down 5. break up 6. put up with

Pg. 61 Friends

Answers: 1. 1. flatmates 2. internet
3. childhood 4. Long-distance 5. close ('best' is also possible although it is needed for Sentence 10) 6. acquaintances 7. the opposite sex 8. workmates 9. new 10. best

Pg. 62 Writing a Descriptive Essay

Before using the book, do it on the board first. Write the essay topic 'a close friend' on the board and elicit questions for it. You can write question starters such as Where...? When...? How often...? etc. on the board. Once you have about eight questions tell the students that you want to divide the questions into three paragraphs (an introduction and two body paragraphs). After doing this, have the students do Exercise 1 (questions A-H) in the book. Students find the paragraph where each question is answered.

1 A. 1 B. 2 C. 3 D. 1 E. 3 F. 3 G. 3
H. 2

Ask how ask how the essay has been divided into three paragraphs. Of course, there is no single right way to do this but the essay uses the following structure.

Background info & basic facts: name, age, what she does, where and when they met

Description: appearance and personality

Relationship: how often they meet, what they do

together, things they have in common

2 Collocations

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

3 Get the students to discuss their sentences in pairs.

You can also have them discuss their best friends using the questions A-H or the ones you elicited at the start of the class.

Pg. 63 Part Three Listening

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

2 Collocations

1. B 2. C 3. A 4. F 5. G 6. D 7. B 8. E
1. sceptical about 2. changed my mind
3. in person 4. turned out 5. felt discouraged about 6. a big hit

Pg. 65 Reading

1. She was (an unmarried 17-year-old and) unable to take care of them.
2. She got it from a reporter.
3. It took place at Cordoba Airport.
4. False
5. True
6. B
7. B
8. B
9. reunion, fashionable
10. identical, sent



Unit 8. The Silver Screen

Pg. 66 Vocabulary

Answers: 1. ballroom dancing 2. heavy metal (or rock n'roll) 3. ballet 4. church music
5. folk music 6. hip hop

2 1. kinds / types / genres 2. musical
3. good 4. been 5. favourite

Pg. 67 Speaking Task 2

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

Pg. 68

4

1. She would go to the cinema and watch a romantic comedy. She gives three reasons. It would put him in a romantic mood. She also thinks that laughing at something together would help make a connection, and that you can see if you have the same sense of humour.
2. He thinks watching a film is too passive and that you wouldn't have much chance to talk.
3. Robert would go to an art exhibition. He would go there because it would allow them to have a conversation. He could try to show off and make a good impression.
4. She wouldn't like to go there herself but thinks it's okay if the girl likes art. She also thinks it might make Robert look a little cheap.

5 Common Mistakes

1. She sang beautiful. She sang **beautifully**.
2. He two weeks ago got married. He got married **two weeks ago**.
3. He speaks well English. He speaks English **well**.
4. They often are late. They are **often** late.
5. **The wine isn't enough. There isn't enough** wine.
6. I will ever remember her. I will **always** remember her.
7. He passed away for three years. He passed away three years **ago**.
8. We'll play golf when it doesn't rain. We'll play golf **if** it doesn't rain.
9. Do you want I make some tea? Do you **want me to** make some tea?
10. Please wait me at the bus station. Please wait **for** me at the bus station.
11. It is not allowed to swim in the lake. **Swimming is not allowed** in the lake. ("Swimming in the lake is not allowed," or "You are not allowed to swim in the lake," are also possible.)
12. I always win my sister at sports. I always **beat** my sister at sports.
13. He spoke to me very friendly. He spoke to me **in a friendly manner**. ("in a friendly way," could also be used.)
14. She thinks all of men are animals. She thinks **all men** are animals.
15. I waited for her to seven o'clock but she didn't come. I waited for her **until** seven... ('till' is also correct.)

Pg. 69 Test Practice Section E

1. dislike 2. perfectly 3. untidy 4. fortunately
5. impatient 6. angrily 7. dishonest
8. inventor 9. impossible 10. unusual
11. unhealthy

Pg. 70 Films

Answers: 1 1. Kung Fu Panda 2. Pan's Labyrinth 3. Mamma Mia! 4. Slumdog Millionaire 5. Lord of the Rings

Pg. 71 Part Three Listening

1 Stages of a Book: 7, 2, 1, 3, 5, 4, 6
Stages of Life: 2, 3, 1, 5, 4, 6, 7 (5 & 6 can be switched)

Note: separate vs. divorce

When a couple 'separate' that means they start living in different places because their relationship has ended/is bad. 'Divorce' is when a couple officially (legally) end their marriage. E.g. *His parents separated when he was eleven and they divorced a few years later.*

- 2** 1. True 2. False 3. True 4. False 5. True
6. True 7. False 8. True 9. True 10. False

Page 72 Passives

grow	grew	grown
speak	spoke	spoken
keep	kept	kept
hit	hit	hit
bring	brought	brought
become	became	become

Pg. 73 Test Practice Section D

1. Basketball **is played** in more than 130 countries
2. The road **was being repaired** at seven this morning.
3. The film *King Kong* **was directed by** Peter Jackson.
4. The bridge **has been completed** on time.
5. The final game **is being played** right now.
6. The Suez Canal **was built by** the French.
7. The new coach **has been sacked** for hitting a player
8. I **was bitten by** a dog this morning.
9. Prices **are going to be raised** next year.
10. The project **will be finished** by the end of the week.

11. *The Potato Eaters* **was painted by** Vincent Van Gogh in 1885. or *The Potato Eaters* was painted in 1885 by Vincent Van Gogh.
12. A third of the world's coffee **is produced in** Brazil.



Unit 9. Fit as a Fiddle

Pg. 74 Vocabulary

1. 1. bodybuilding 2. rock climbing 3. squash 4. skiing 5. badminton 6. cricket 7. windsurfing

Pg. 75

3. 1. violent 2. the Olympics 3. sport 4. outdoor 5. athletes 6. court 7. team 8. professional

4 Verb Patterns

1. play 2. to play / playing 3. to play 4. play 5. playing 6. playing 7. to play 8. to play / playing 9. to play 10. play 11. play 12. play 13. playing 14. playing 15. playing

Pg. 76 Part Two Listening

- 2 1. after 2. consisted 3. place 4. infamous 5. known 6. most 7. for 8. gave 9. proud 10. embarrassment

- 3 1. C 2. A 3. E 4. B 5. F 6. G 7. H 8. D

Pg. 77 True or False?

- 4 1. True 2. False 3. True 4. True

Comparatives

All three forms (A, B and C) are correct. **A** is the most common and also the most informal. **B** is more formal and most commonly used in writing. **C** is very formal and is a little old-fashioned.

Pg. 78 Section D

1. Softball wasn't (was not) as popular as baseball at my school. or Softball was less popular than baseball at my school.
2. Rick can't kick as accurately as Steve.
3. My house isn't (is not) as nice as yours.

4. This is the furthest I've (I have) ever ridden.
5. Your racket is a little lighter than mine. or Your racket isn't (quite) as heavy as mine.
6. It is the best game (that) I've ever seen.

1 Corrections

1. I thought I **had forgotten** to lock the door so I **returned / went back** to the house to check.
2. Sake is a Japanese alcoholic drink made **from** rice.

It's a good idea to explain the difference between 'made from' vs. 'made of'.

Compare these two sentences:

Wine is made from grapes.

The table is made of wood.

'made from' means that the material has changed, 'made of' means that it is still that material.

3. The last time we were **all together** was in 2007.

altogether is an adverb that means 'completely' or 'in total'.

It was \$150.00 altogether. I'm not altogether sure that he is right.

all together means all of a group.

We went to the concert all together.

4. I go jogging almost **every day** at a university.

an vs. a Some students mistakenly think they should use 'an' before all vowels (i.e. a, e, i, o, u). In fact, it should be used before **vowel sounds**. 'University' starts with a 'u' but it is a 'y' sound so we use 'an'.

everyday vs. every day The former is an adjective meaning daily: *everyday language, everyday lives, everyday routine*

The latter is a time phrase meaning 'each day' or 'regularly'. *I go jogging every day.*

5. If I **had** worked harder at school, I could **have** gone to medical school.
6. We went **fishing on the** first day of our holiday.
7. When we got there, they **had** already left.
8. **On** summer afternoons our boss **lets us go** home early.
9. He had been **working** all night so everyone **was exhausted**.
10. **Having** finished the housework, we went to the beach to **sunbathe**.
11. I **hope** to visit Berlin **again** in the future.
12. Cricket is the second **most** popular sport in the world.
13. There's no use **complaining** to me about it.
14. She asked me what time the show **started**.

Pg. 79 Reading A Champion Eater

1

1. He eats five sandwiches in a day.
2. He drinks energy drinks (at lunchtime).
3. They (are digested quickly so they) provide instant energy.

2

1. True 2. False 3. False

3

Paragraph 1 exhausting schedule

Paragraph 4 digested instant

Pg. 81 Phrasal Verbs

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

Section F Test Practice

1. carry on 2. run out of 3. put off 4. making up 5. look it ... up



Unit 10. The Grass is Always Greener

Pg. 82 Vocabulary

1. Australia (The picture shows Ayers Rock, now more commonly known by its Aboriginal name 'Uluru'; it is a large (9.4km in circumference) sandstone rock in the centre of Australia.)
2. Russia (The picture shows Saint Basil's Cathedral in Red Square, Moscow. It was built in the mid-16th century)
3. The Netherlands
4. Saudi Arabia (The picture shows a mosque in the holy city of Mecca during the Hajj, the annual Muslim pilgrimage; pilgrims are walking around the sacred black building known as the *Kaaba*.)
5. Germany (The picture is probably of the famous beer festival 'Oktoberfest' held every October in Munich.)
6. Sweden (Founded in Sweden in 1943, IKEA is an international company that specialises in selling read-to-assemble furniture.)

2 7. "When in Rome, do as the Romans do," means that you should behave in the same way as those around you, i.e. follow the local customs. Like most common proverbs it's often shortened and people frequently just say "When in Rome." "The grass is always greener on the other side of the fence," means that other people's

circumstances usually seem better than one's own (but usually are not).

It's commonly shortened to "The grass is always greener." Occasionally 'hill' is used instead of 'fence'.

Pg. 83 Reading

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

- 2** 1. True 2. False 3. False 4. True 5. False

Pg. 84 National Stereotypes

Answers: 1. 1. punctual 2. frugal 3. liberal
4. easy-going 5. cultured 6. religious

- 2** 1. Germans 2. Thais 3. Japanese 4. Dutch
5. Spanish 6. Argentineans 7. French

Pg. 85 Writing a Narrative Essay

It was a dark and stormy night. I was driving through **the** countryside with my wife, Kate. We were looking for **a** hotel. Unfortunately, we were lost and our car engine was making strange noises. After ten minutes **the** engine suddenly stopped and I couldn't restart it. There were **a** few neon lights in **the** distance. We thought that **the** lights might be **a/the** hotel. "Let's walk over there and check," Kate suggested. To get there, we had to climb over **a** high fence and walk across **a** large field. "Why's **the** fence so high?" Kate asked. I told her it was for deer.

As we were halfway across **the** field, there was **a** flash of lightning and we saw two large dark shapes about 50 metres away. "They don't look like deer," whispered Kate. I told her to keep walking. All of **a** sudden, there was **a** horrible sound like **a** lion's roar. "Quick, run, climb that tree!" I shouted loudly.

We spent **the** whole night sitting in **a/the** tree. When **the** sun finally came up in **the** morning, we were cold, hungry and exhausted. Looking around, we saw **the** two big animals that had scared us. "Look! They're just cows!" laughed Kate.

Pg. 87 Test Practice Section D

1. The man asked what time the concert started.
2. Samantha said she was going to buy a car.
3. Paul said that he had finished writing the essay.

4. Jenny told me to have a seat
5. The manager told Steve to turn off the fan.
6. She wondered how much he cared.
7. Helen wanted to know who had won the game.
8. Jerry wondered if/whether Jean would arrive on time.
9. Ann asked (me) if/whether I was going to the match.
10. Mr. Jones asked Andy if/whether he had done his homework.

3 Silent Letters

Chrismas (Christmas) *sanwich* (sandwich)
nocked (knocked) *dets* (debts)
Autum (Autumn) *wether* (whether) *gard* (guard)
hole (whole) *hansome* (handsome) *fasen*
 (fasten)



Pg. 88 Part Two Listening Hendrick Hamel: the Dutch Marco Polo

1

1. first 2. While 3. died 4. return 5. out
6. years 7. local 8. kept 9. after
10. published

2

1. He was going (sailing) to Japan.
2. 36 of the crew survived the shipwreck.
3. The Korean rulers were afraid of military information getting out of the country.
4. They could not earn enough money to live on.
5. It was published in 1666.

3 Collocations

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

Pg. 89 Listening Part Four Dictation

1

I have always loved the sea. I enjoy swimming in the ocean, even in the middle of winter. At the moment, I'm training to swim in a ten kilometre race. My long-term goal is to swim across the English Channel.

2

I'm really looking forward to the mid-term break. My best friend and I are going camping in Scotland. I have never been camping before so I feel excited about the trip. We will be away for three or four nights.

3

Although I'm much more interested in history, I've decided to study accounting at university because it will be easier for me to get a job. I'm afraid that if I studied history, I wouldn't be able to get a job.

2 Spelling Contractions

Read the following words to your students.

1. should've 2. wouldn't 3. was not 4. isn't
5. hadn't 6. will not

Listening Transcripts

Note: In the test, the recordings are played twice. On the INTERMEDIATE CD, however, the recordings are only given once; if you want to replay them, you'll have to do it manually. The transcripts have been spread out to make them easier for photocopying.

Unit 1 Mother Tongue

Page 17 Part One Listening

1.
A: When is the meeting?
B: I think it's on the second of July. Let me check.
A: That sounds right.
B: No, I was wrong. It's on the third.
2.
A: How long did it take Tony to get to work?
B: Well, it usually takes him 30 minutes but the traffic was really bad today.
A: Yes, I heard there was a bad accident on the motorway.
B: Yep. It took him just under an hour.
3.
A: What time is your appointment?
B: Which one, at the dentist's or the hair salon?
A: The dentist.
B: Tomorrow at noon.
4.
A: How much did the laptop computer cost?
B: Guess?
A: 900 pounds.
B: Good guess. It cost a little less than that, 860 pounds.
5.
A: What day is Chinese New Year this year?
B: I have no idea. Why don't you Google it?
A: Okay. It says here that it's on the fourteenth of February.
6.
A: How many T-shirts did Steve buy?
B: Well, he was just going to buy one, but they were on sale.
A: Buy two and get one free?
B: I think so. Anyway, he ended up buying half a dozen.
7.
A: How long is the flight to Hong Kong?
B: Is it 12 hours?
A: That's the flight time FROM Hong Kong but the flight TO Hong Kong is quicker because of the tailwinds.
B: Oh yes, I remember now, it's an hour or so quicker.
8.
A: How much does he pay for rent each week?
B: He pays monthly, 400 pounds a month.
A: So, that's a hundred pounds a week.
B: It works out as a little less than that, about 92 pounds I think.
9.
A: What time does the concert start?
B: We're supposed to be there at 8.45 but it doesn't actually kick off until nine.
A: Okay, how about we meet at the White Horse for a drink at eight, then we can go together from there?
B: Okay. I'll see you there at eight.
10.
A: When is Phil's birthday? I always forget.
B: It's easy for me to remember. His birthday is the day after mine.
A: Um, sorry, when's your birthday? I always forget yours too.
B: Mine is on the 27th of March and Phil's is on the 28th.

UNIT 3 Straight As

Page 33 Part One Listening Test Practice

1.
A: Where did Jenny go at the weekend?
B: I think she visited her mother in London.
A: Her mother lives in London?
B: No, she lives in Kent, but she's in a hospital in London.
2.
A: What did Diego give his girlfriend?
B: He was going to buy a necklace but changed his mind at the last moment. He bought her a book voucher instead.
A: How much was the voucher for?
B: 50 pounds.
3.
A: How often does he exercise?
B: About twice a week. He used to exercise every day, but he's too busy these days.
A: Well, that's still more often than I exercise
4.
A: What's the weather going to be like on Sunday?
B: According to the weather forecast, it's going to rain.
A: How about Saturday?
B: It's going to be cloudy.
5.
A: What does he do for a living?
B: He was working at the local bank as a teller.
A: How about now?
B: He's working part-time as a waiter at the moment, but hopefully he'll find something better soon.
6.
A: What's the password? I've forgotten it again.
B: I'm not sure. Is it 3562?
A: Let me try it. No, it doesn't work.
B: Oh, I remember now. It's not 3562, it's 3526.
7.
A: What did they have for dinner?
B: They were going to have a lamb roast...
A: Mmm. I love lamb.
B: But they didn't have enough time. They decided to get some takeaways. Joe wanted fish and chips but Jamie didn't. They ended up getting a pizza.
8.
A: What's the extension number for the accountant?
B: Isn't it 202?
A: No, I just tried that.
B: Just a minute. I'll check...The manager is 203, and... oh, here it is... it's 205.
A: Cheers.
9.
A: How does she spell her surname?
B: A-U-D-C-E-N-T. It's a French name.
A: Thanks.
10.
A: Where did John and Lynn go for their honeymoon?
B: They wanted to go to Mexico but they couldn't find any cheap airfares. They also thought about going to Thailand and India.
A: So where did they end up going?
B: They just spent a couple of days in France.

UNIT 4 Take it Easy

Page 36 Speaking Task 3A

A: Do you want to go swimming on Wednesday morning?

B: Yes, what time were you thinking of?

A: Nine o'clock.

B: Can we make it eight? I have a class at ten-thirty, and I don't want to be in a rush.

A: No problem. Eight is good.

B: Would you like to play tennis on Sunday? Are you free on Sunday morning?

A: I'm afraid not. I'm flying to France early on Sunday.

B: Oh, sorry. I forgot about your trip. How about playing tennis on Thursday afternoon?

A: Okay, but I have a driving lesson from one to two. Let's make it three o'clock.

B: All right. I'll see you at the courts at three.

A: Do you have any free time on Friday evening before the concert? I was thinking that we could meet before the concert and go for a drink.

B: What place did you have in mind?

A: The new pizza place next to the chemist's.

B: OK. I've heard that it's good. What time did you have in mind?

A: The concert starts at nine, so how about seven?

B: Can we make it a bit later, let's say seven-twenty? I need some time to have a shower and get changed.

A: No problem. So, where do you want to meet?

B: I'll wait for you next to the station, in front of the bookshop. Do you know it?

A: Yes.

B: Oh, before I forget, why don't you come to my house for dinner before you leave for France? Are you free on Saturday?

A: I would love to, but just let me check my diary. Yes, I'm free.

B: Excellent! I'll pick you up from your house at six.

UNIT 7 Soul Mate

Page 59 Speaking Task 3B

A: Okay, what food should we serve at the housewarming party?

B: Well, it's in the evening, after dinner, so we won't need to cook.

A: Yes, but we still need to buy some snacks.

B: Let's get some peanuts, crisps, and some fruit.

A: And we ought to get some hot food, too. What do you think about getting some pizza?

B: Perfect, we can have it delivered here.

A: How much do we need to order?

B: Well, ten people are coming, so that makes 12 in total.

A: Three large pizzas should be enough.

B: How about drinks?

A: Well, we don't need to buy a lot of beer and wine. I'm sure our friends will bring some.

B: Okay, let's just get two bottles of red, a bottle of white, and a dozen cans of beer. We'll need some juice and soft drinks, too.

A: Right, who is going to do what?

B: I'll go to the supermarket and buy the snacks and fruit.

A: And I'll stay home and clean the place up.

B: Who's going to order the pizza?

A: I'll do it, at about seven.

Pg. 63 Listening Part Three

Internet Matchmaking

I was always very sceptical about internet matchmaking websites. It seemed a really strange way of finding Mr. Right. However, I changed my mind after watching a romantic comedy called *Must Love Dogs*. It's about a divorced woman who has just turned 40 and is having trouble meeting men. Her sister puts an ad on a matchmaking site for her, and to make a long story short, she eventually finds a really nice guy.

After watching the film, I put my profile on a matchmaking website. I chatted online with about twenty men but only met five of them in person. The first date was a disaster. Tony had described himself as a 'sporting type' and a 'successful businessman'. It turned out that he was completely broke and living at home with his mother. He weighed about 300 pounds and – worst of all – he was incredibly boring. The second guy I met was friendly, quite handsome, and funny. Unfortunately, he was also dishonest. After going out for a few weeks, I found out that he was married. I stopped seeing him right away. I felt very discouraged about online dating, and thought about giving up.

Thankfully, it was third time lucky with a guy called Hank. We didn't actually meet for a long time because I was in Canada and he was in Ireland. For the first six months, we just talked via the phone and the Internet. Hank came to visit me for a month. We got on really well and had a great time. He was also a big hit with all my friends and family. I decided to follow him back to Ireland and meet his family and see his country. Hank proposed to me, and, of course, I accepted right away. That was one year ago. Now we're happily married, living in Ireland, and the proud parents of a baby boy called Jacob.

UNIT 8 The Silver Screen

Page 68 Speaking Task 2

- Paula:** I would go to the cinema and watch a romantic comedy. It would put him in a romantic mood. I also think that laughing at something together would help make a connection. And, if you laugh at the same thing, you can see if you have the same sense of humour.
- Robert:** Don't you think watching a film is too passive? You wouldn't have much chance to talk.
- Paula:** That's partly true, but you could talk afterwards. The other activities – going to a nightclub or a concert – wouldn't give you a chance to talk either.
- Robert:** I would take the girl to an art exhibition. Of course, I would have to be sure that she was interested in art first. Going to a museum or art gallery would allow us to have a conversation. I know something about art so I could try to show off a little. Hopefully, I could make a good impression.
- Paula:** Art is not really my cup of tea. I suppose it would be okay though if she liked art. But she might think that you chose the gallery because it's free.
- Robert:** Well, um, I could buy her a sandwich.

Pg. 71 Listening Part Three J.K. Rowling

The world knows her as J.K. Rowling but that is just a pen name; her real name is Joanne Rowling. She was born near the southern English city of Bristol in 1965. Rowling started writing stories when she was very young, and her childhood dream was to be a novelist.

Rowling first had the idea of writing about a school boy learning to be a wizard in 1990 during a train trip from Manchester to London. As soon as she got home, she started writing down her ideas. Later that year while she was writing the book, her mother died. Rowling moved to the Portuguese city of Porto where she taught English.

In 1992 she married a Portuguese journalist and the following year had a baby girl. The couple separated soon after, and Rowling left Portugal with her daughter. She moved to Edinburgh in Scotland to be near her sister. During this time, while she was teaching English and raising her daughter as a single mother, she suffered from depression and sometimes thought about committing suicide. She continued working on her Harry Potter novel, often writing in cafes. It was finally finished in 1995, and, after being rejected by twelve publishers, the book was published in 1997. It was a huge success. Since then there have been six more Harry Potter books. The last four books of the series have broken consecutive records as the fastest selling books of all time.

In 2001, Rowling married Doctor Neil Murray in a private ceremony at her house. It was the second marriage for both of them. Rowling does not enjoy being in the public eye: she guards her privacy and has had a difficult relationship with the press.

Sample Paper Answer Key

Intermediate Listening

Part One (20 marks – 2 marks for each correct answer)

- A. 2566 (example)
- B. Osbourne
- C. St Pancras
- D. £55
- E. 25000
- F. 10 o'clock
- G. 1 ½ hours
- H. bus
- I. cloudy
- J. Exeter
- K. Overdale

Part Two (30 marks – 3 marks for each correct answer)

- 1. themselves
- 2. weight
- 3. regular
- 4. late
- 5. because
- 6. up
- 7. After
- 8. comfortable
- 9. less
- 10. interested

Part Three (30 marks – 3 marks for each correct answer)

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

Part Four (20 marks – begin with the full 20 marks and deduct ½ a mark for every word that contains a mistake.)

I went to the library this morning, but they didn't have the book I wanted. Then I decided to go to the bookshop and buy it. However, after walking there, I found that they didn't have it in stock either.

Intermediate Level

UNLESS OTHERWISE STATED PLEASE DO NOT ACCEPT INCORRECT SPELLING

Section A (20 marks)

Usual criteria apply.

Section B (20 marks)

2 marks for each fully correct answer.

For these three answers there must be a full sentence to get the two marks. Minor grammar mistakes should not be penalised; this is the reading comprehension so the focus is on understanding, not writing. Answers may vary in construction from the ones given below. Lifting from the text is allowed for full marks 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. George left his farm to inspect fences.
- 2. He had his accident at sunset / at night / in the evening etc.
- 3. He got off the horse to clear a path through the grass.
- 4. T
- 5. T
- 6. B
- 7. C
- 8. C
- 9. shouting
- 10. anxious

Section C (20 marks)

2 marks for each fully correct answer.

- 1. B where
- 2. A had
- 3. B would have
- 4. C rings
- 5. D starting
- 6. D although
- 7. B haven't you?
- 8. A were made
- 9. A haven't driven
- 10. B gets

Section D (20 marks)**2 marks for each fully correct answer.**

One mark for each correct part of the sentence, divided as shown below.

Words in square brackets [] are optional.

	Prompt	1 mark	1 mark
1.	It was	such a good film [that] <i>Accept: a good film so</i>	I want to see it again. <i>I want to see it again. (2 marks)</i>
2.	This digital camera isn't	small	enough to put in my pocket.
3.	Susan said she	would was / is going to will be	be a bit late. late
4.	The meal	was so tasty [that]	I had two platefuls.
5.	My brother	is designing	our new house.
6.	Your clock	is quieter is not as noisy <i>Accept: is not noisier than ours. (1 mark)</i>	than ours. as ours.
7.	I	was given	this bike by your father.
8.	The taxi driver wanted to know	where	I / we lived. I / live.
9.	This is	the biggest sunflower	I have ever seen.
10.	The book	was too boring was not interesting <i>Accept: The book wasn't interesting enough to finish. (1 mark)</i>	to finish. so I did not finish it.

Section E (10 marks)**1 mark for each correct answer.**

DO NOT ACCEPT MISSPELLING.

NO HALF MARKS.

1. useless
2. Turkish
3. quietly
4. celebration
5. inventor
6. impossible
7. information
8. heavily
9. comfortable
10. carefully

Section F (10 marks)**1 mark for choosing the correct phrasal verb, 1 mark for putting it into the correct tense.**

1. puts up with, *accept: put up with*
2. made off
3. looking into
4. turned up
5. went off

CD Track List

Track 1	Unit 1	Page 12
Track 2		Page 16, 2
Track 3		Page 17
Track 4	Unit 2	Page 20
Track 5		Page 21, 2
Track 6	Unit 3	Page 33, 3
Track 7		Page 33
Track 8	Unit 4	Page 36, 1
Track 9	Unit 6	Page 54
Track 10	Unit 7	Page 59, 3
Track 11		Page 63, 1
Track 12	Unit 8	Page 68, 4
Track 13		Page 71, 2
Track 14	Unit 9	Page 76, 2
Track 15	Unit 10	Page 88, 1
Track 16		Page 89, 1
Track 17	Sample Paper Listening	