

# STEP TO

**Preliminary**

**Teacher Book**



Official  
preparation  
material for  
Ascentis Anglia  
ESOL International  
Examinations

**CEFR A1**

**John Ross**



# Step to Preliminary Teacher's Book

(December 2012 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
5	Unit 1. Family
7	Unit 2. Words and Music
8	Unit 3. Clothes and the Weather
9	Unit 4. Sports
11	Unit 5. At Home
12	Unit 6. Jobs
13	Unit 7. Food
14	Unit 8. Places
15	Unit 9. Animals
16	Unit 10. Health
17	Transcripts
23	Sample Paper Answer Key
25	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 Sections

<b>General Advice on Personalisation</b>	<b>pg 6</b>
<b>General Advice for Labelling Pictures</b>	<b>pg 7</b>
<b>General Note on the Listening Sections</b>	<b>pg 8</b>
<b>General Advice on Speaking Sections</b>	<b>pg 11</b>
<b>General Advice on Dictation</b>	<b>pg 13</b>



## Introduction

### 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 Classroom Language

1. again
2. page
3. do
4. mean
5. on
6. homework
7. What's
8. understand
9. board
10. passed
11. up
12. exam
13. dictionary
14. close

## Pg. 6–7 British & American English

3. 1. theatre
2. favourite
3. metres
4. learnt
5. maths
6. grey
7. neighbour
8. programme

### Pg. 7

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

5. **Left to right from the top:** trainers, crisps, biscuits, chips



## Unit 1. Family

### Pg. 8 Vocabulary: Family

**The four generations are, from the top:**

grandfather    grandmother  
aunt    father    mother    uncle  
cousin    sister    brother    cousins  
son    daughter

### Pg. 9 Speaking

1. 1. mother
2. brother
3. grandfather
4. sisters
5. cousins

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

**Follow-up Activity:** get the students to draw a family tree, and they can ask and answer questions in pairs. Demonstrate on the board first.

### Vocabulary Notes: Definitions of 'aunt' and 'uncle'

An uncle is the brother of one's parents, or the husband of one's aunt. Therefore, it includes blood relatives and non-blood relatives.

Informally, a child may use 'uncle' for an older man he/she is friendly with (for example the father's best friend). 'Uncle' is used with a man's first name, e.g. Uncle John.

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

### Describing Grandparents

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

### Mum and mum

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

### Mum and Mom

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

### Pg. 10 Paula's Family

1. 2    7    1  
4    6    3  
5

If the students ask, the breeds of the two dogs shown are: a '**chihuahua**' (pronounced Chi-wa-wa) from Mexico, and a '**daschund**'. However, given the tricky pronunciation (dak-send or dash-hound) and difficult spelling of this old German word, it's easier to go with the informal name '**sausage dog**').

## Pg. 11 Listening

1. 1. countryside 2. small 3. last 4. school  
5. shopping 6. park 7. likes 8. usually

2. 1. b 2. c 3. e 4. a 5. d 6. h 7. f 8. g

### Vocabulary Note:

#### at the weekend vs. on the weekend

This is a British English / American English difference. Both forms are correct.

## Pg. 12 Speaking

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

2. **The order of questions is:** 6, 1, 5, 2, 7, 3, 8, 4

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

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

## Pg. 13

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

## Pg. 14

### Vocabulary: Toys

1. Left to right from the top: soldiers, puppet, (toy) gun, computer game(s), teddy bear, kite, robots, dolls.

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

### General Advice on Personalisation

A good follow-up for vocabulary sections such as on page 14 is writing personalised sentences. When writing sentences to practise words and patterns, tell the students to write true and – if possible – personalised examples. Not only are they more memorable and useful than sentences about a fictional ‘John and Mary’, but more importantly for the class they can be used for follow-up 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.

Give the students some help by writing example personalised sentences on the board:  
*My teddy bear's name is Big Ted. I can't fly a kite. My brother has a lot of puppets. I like playing computer games. I play computer games every day.*

After most of the students have written sentences, either:

(1) Put them in pairs to read (and ask follow-up questions of) their sentences to each other. A good class wrap-up for this is to have students tell the class something they found out about their partner. *Jim has a teddy bear. The teddy bear's name is Big Ted.*

(2) Get each student to read one of the sentences to the class, and have the other students ask a question about it.

### Guessing False Statements

Sometimes it's difficult to come up with true personalised sentences. An easy 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. 15 The World's Best Footballers

**FYI:** Lionel Messi is from Argentina. He plays for Barcelona. He is generally considered to be the world's best footballer playing today.

Christiano Ronaldo is from Portugal. He played for Manchester United 2003–2009. He now plays for Real Madrid.

Robin van Persie is from the Netherlands. He played for Arsenal 2004–2012. Since 2012, he has played for Manchester United.



## Unit 2. Words and Music

### Pg. 16 Vocabulary

1. Left to right from the top: postcard(s), magazine, comic book, dictionary, ebook, letter, email, newspaper

**Vocabulary Note:** 'Top Gear' is the name of a popular BBC television programme about motor vehicles.

'Tintin' is the name of a fictional character in a series of classic comic books 'The Adventures of Tintin' created by a Belgian artist under the penname Hergé.

#### **Vocabulary Note: email or e-mail?**

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

#### **General Advice for Labelling Pictures**

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

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

- Have the students label the pictures.
- Check their answers and practise saying the words.
- Go through the sentences. Elicit the meaning, in the L1 language if necessary, and drill them.
- After that, get the students to make their own sentences using the words.
- Write their sentences up on the board. If students are struggling to make sentences, let them use the book sentences but insist on at least one word change/addition per sentence.

### Pg. 17 Test Practice

1. The dog is drinking water. 2. The man is washing (the) dishes. 3. The woman is picking a flower. (or 'picking flowers.') 4. The girl is riding a

bike / bicycle. 5. The boy is flying a kite.

**Note:** For full marks in Section H, it is necessary to write a sentence including an object. i.e.: *The dog is drinking.* (1 point) *The dog is drinking water.* (2 points)

Sometimes it isn't obvious what the object is; just guess, as long as it's not strange, it will be accepted.

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

### Pg. 18 Vocabulary: Musical Instruments

1. Left to right from the top: drums, piano, flute, violin, saxophone, guitar

**Note:** 'saxophone' is often shortened to 'sax'.

### Pg. 19 Alan's Talented Family

1. He can play... cricket / tennis / cricket and tennis.
2. She can... sing / play the piano / sing and play the piano.
3. She can paint pictures.
4. Yes, he can. / Yes, he can fly an aeroplane.
5. He can sleep.

### Pg. 20 Listening: Justin Bieber

2. 1. purple 2. 1 March 3. ice hockey 4. left-handed 5. Yes, he can. 6. 8

### Pg. 21 Dates

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

3. 1. 14 **May**, 1984. 2. **23** November, 1992  
 3. **23** February, 1994 4. **18** October, 1987  
 5. 24 **June**, 1987 6. **15** May, 1987  
 7. 15 **April**, 1990

### Pg. 22

2. Choose whichever numbers you want to read out.

5. You can make up some prices, or use these here. You can choose to just say the prices, or better yet read them out in a sentence.

**Sample answers for dictation:** 1. 1. £12.00 /£12 2. £5.20 3. £110.00 4. £40.00  
 5. £1.60 6. £35.00 7. 50p 8. 89p

**Sample sentences:** 1. The book was twelve pounds. 2. It cost five pounds twenty. 3. It's one hundred and ten pounds. 4. Wow! Forty pounds! Thanks a lot. 5. A cup of coffee is one pound sixty. 6. Here you are, ten, twenty, thirty, thirty-five, thirty-five pounds. 7. I've got 50p. 8. A cup of tea costs eighty-nine pence.

### Pg. 23

6. 1. 42 2. 26 3. 4 4. 30 5. 29

**Listening Part One** 1. 15 2. 6.15 3. October  
 4. £19 5. 26 August

### General Note on the Listening Sections

In the test, the recordings are played twice. Although doing so in class may be a bit dull for higher Anglia levels, it's a good idea for the Preliminary level. There are transcripts at the back of the Teacher's Book. These can be photocopied and given to students who then underline the answers. This gives students a good feel for the structure and timing of the listening. As the Part One sections are dialogues, they can be done in pairs as a speaking exercise.



## Unit 3. Clothes and the Weather

### Pg. 24

1. Picture one. Top to bottom: old woman – hat, gloves, coat; girl – scarf, jacket, jeans.  
 Picture two. Top to bottom: man – T-shirt, trainers; woman – cap, shorts.

### Pg. 25

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

### Pg. 26

1. 1. cold 2. woman 3. friends 4. weather  
 5. inside 6. wrote 7. called 8. wrong 9. name  
 10. famous

2. Various answers are possible including...  
 1. No, it wasn't. / No, 1816 was a cold year. 2. She wrote her story in Switzerland.  
 3. They wrote stories because they were bored.  
 4. She was 18 years old.  
 5. Frankenstein is a doctor. 6. Yes, it is.

### Pg. 27

1. 1. morning 2. Saturday 3. sister 4. wearing  
 5. party 6. oldest 7. going 8. friends  
 9. shorts 10. businessman

3. Left to right: suit, dress, pyjamas, skirt, boots

### Pg. 28 Opposites

1. 1. summer 2. early 3. small 4. close  
 5. buy 6. dry 7. spring 8. expensive 9. day  
 10. sad

### Vocabulary Notes: big vs. large

'Big' and 'large' are mostly interchangeable. 'Big' is more common in informal speech. 'Large' is used more often than 'big' when we describe ranges of sizes. Clothes, for example, often come in S, M, L, XL (small, medium, large, extra large).

### little vs. small

These two words have the same meaning. Although often interchangeable, usage sometimes differs. We use 'small' in comparative and superlative sentences, 'smaller, the smallest', and as with 'large' for set sizes, e.g. 'a small coke'.

2. 1. morning 2. afternoon 3. weather  
4. raining 5. cold

Pg. 29

1. 1. people, girls 2. Where, park 3. bench,  
behind, camera 4. warm 5. look, jeans

Pg. 30

**1. Vocabulary: Things We Carry**

Left to right from the top: phone, keys, camera,  
umbrellas, dictionary, jacket, handbag

**Note:** 'phone' here is short for 'mobile phone' (in  
American English 'cell phone').

Pg. 31

4. 1. his 2. mine 3. your 4. their 5. mine 6. our

5. 1. his 2. her 3. his 4. are 5. Whose



## Unit 4. Sports

Pg. 32

Left to right from the top: football, sailing, hockey,  
snowboarding, golf, swimming, cricket, baseball

**Vocabulary Notes:**

**hockey**

In the UK, 'hockey' is short for 'field hockey'  
which is played with a ball on a grass field. The  
other kind of hockey, played on ice with a puck, is  
called 'ice hockey'. In the US, 'hockey' is used for  
'ice hockey'.

**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. 33

2. 1. school 2. play 3. score 4. see 5.  
goalkeeper

**Follow-up Activity:** It's fun to finish off the sports  
sections on pages 32–33 with a guessing game.

A student thinks of a sport, and the other(s) ask  
questions. Elicit questions and write the useful  
ones on the board.

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

After doing the activity for the whole class, you  
may want to get the students to do it in small  
groups.

Pg. 34

You can tell students not to bother underlying  
auxiliary verbs. For example, it's not necessary  
to underline 'did' in 'What did you do at the  
weekend?'

**1.**

A: What did you do at the weekend?

B: I went shopping. I bought a DVD. What about  
you?

A: I stayed home because I felt ill. I wrote some  
e-mails and I watched a film.

**2.**

A: Some friends came to my house. We swam in  
the swimming pool. We had a race.

B: Did you win?

A: No, I lost.

**3.**

A: Where were you yesterday?

B: We were at the park. We flew kites. It began to  
rain. We ran home.

A: I stayed home and built a model aeroplane.

**4.**

A: I got up early on Saturday. I played baseball  
with my friends. I threw a ball, and it broke my  
neighbour's window.

B: Oh, no. Was your neighbour angry?

A: Yes, he was. He shouted at us. He said, "You  
boys are animals!"

**5.**

A: Did you have a good weekend?

B: Yes. I won a swimming race.

A: I found some money in the street.

B: Lucky you.

**6.**

A: How was your weekend?

B: Not very good! Someone stole my bike.

A: Poor you. What happened?

B: I rode my bike to the park. I left it near the  
gym. I met my friend in the gym.

A: And someone stole your bike when you were in

the gym?

B: Yes, but I was lucky. A policeman saw the thief stealing the bicycle. He caught the thief.

7.

A: How was your birthday party?

B: It was great. We sang songs and danced. We played Monopoly. We ate pizza and we drank soda.

A: Did you get any presents?

B: Yes, I got lots of presents. My parents gave me a notebook computer.

## Pg. 35

2.

### Base Form      Simple Past

begin	began
break	broke
build	built
buy	bought
catch	caught
come	came
do	did
drink	drank
eat	ate
feel	felt
find	found
fly	flew
get	got
give	gave
go	went
grow	grew
have	had
leave	left
lose	lost
meet	met
ride	rode
run	ran
say	said
see	saw
sing	sang
steal	stole
swim	swam
throw	threw
win	won
write	wrote

### Test Practice Section D

1. stayed 2. had 3. did 4. swam 5. rode  
6. made 7. sat 8. sang 9. won 10. felt

**Note:** Most – but not all – of the Section D verbs are irregular. There are usually one or two regular verbs.

## Pg. 36

1. What did he do at the weekend? He played computer games.
2. What time did she get up? She got up at 7:00.
3. When did the film start? It started about ten minutes ago.
4. How did they go to the park? They went there by bike.
5. How many people came to the party? Ten people came (to the party).
6. Where did you buy your jacket? I bought it at the clothes shop near the cinema.

### 2. Preposition Practice

1. up 2. on 3. with 4. away 5. up 6. on
7. on 8. in 9. to 10. off

## Pg. 37

**Test Practice** 1. T 2. F 3. F 4. T 5. T

**FYI:** Arsenal is the name of a London-based football club that plays in the English Premier League. Its most famous former players include Thierry Henry from France, and Dennis Bergkamp from the Netherlands.

### Vocabulary Note: match vs. game

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

### 1. Opposites

1. thin 2. dry 3. down 4. short 5. start
6. left 7. spring 8. light 9. low 10. thick

## Pg. 38

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

## Pg. 39

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

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

3. 1. watch 2. watching 3. eat 4. What

5. How 6. Tell 7. Where 8. Who

### General Advice on Speaking Sections

You should get the students into the habit of giving long answers, even if they are unlikely to take the Speaking Test. It gives students good practice, makes classes more interesting and helps create a better class atmosphere. The speaking sections are also very relevant for Section F (asking questions) and Section G (answering personal questions) of the exam.



## Unit 5. At Home

Pg. 40

1. Left to right from the top: wall, curtains, picture, plant, sofa, armchair, floor, (coffee) table
2. Left to right from the top: wardrobe, computer, bedside table, desk, bed, chair

Pg. 41

3. Left to right from the top: window, cupboards, telephone, cooker, fridge, coffee machine, oven
4. 7 cup, 5 fork, 1 knife, 2 plate, 4 saucer, 6 spoon (Note: often referred to as a 'soup spoon' or a 'tablespoon'), 3 teaspoon  
The picture is a recreation of a White House place setting for United States President Abraham Lincoln. If students ask about the multiple forks, you can explain that the larger one is for the meal (a dinner fork), the smaller one alongside it is for salad or an appetiser, and the small one placed horizontally is for dessert.

Pg. 42

1. 1. bathroom 2. bedroom 3. watching 4. cooking 5. studying 6. playing 7. fridge 8. bedroom 9. wardrobe 10. television 11. bathroom
2. 1. A 2. C 3. B 4. D 5. F 6. E

Pg. 43

2. 1. went to the library 2. visit Joe 3. played 4. go to the pizzeria 5. bought trainers / wrote emails

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

Pg. 44

1. I live with my parents in a **flat**. It's **old** and **small**. There are **two** bedrooms. I share a bedroom with my **brother**. The **living room** is my favourite place in the house. We've got two **computers**. There's one in my bedroom and there's one in my **parents'** bedroom. There's a **small** garden.

2. 1. new 2. bedroom 3. room 4. share 5. kitchen 6. bathroom 7. desk 8. plants

Pg. 45

1. 1. man 2. desk 3. writing 4. talking 5. books 6. There 7. cup 8. colour 9. on 10. key

**Vocabulary Note:** You can explain to students that 'cell phone' – which is used in the dialogue twice – is actually American English. It can also be written as one word, i.e. cellphone. In British English, we usually use 'mobile phone' (sometimes shortened to either 'mobile' or 'phone').

Students familiar with American English may wonder whether there should be a comma before 'too' such as in the sentence; *She's sitting at a desk too*. Although standard in American English, in British English a comma is generally not used before the adverb 'too'. However, both forms are correct.

Pg. 46

- Test Practice** 1. C (on the table) 2. D (doing his homework) 3. B (swimming) 4. D (Dora) 5. A 6. B (living room)

**Vocabulary** 1. Left to right: circle, square, rectangle, star, triangle

Pg. 47

- Test Practice** 1. C 2. B 3. C 4. D 5. B 6. D 7. A 8. C 9. C 10. B



## Unit 6. Jobs

Pg. 48

### Vocabulary: Jobs

1. Left to right from the top: doctor, shop assistant, artist, clown, chef, businessman, vet, farmer

**FYI:** The businessman in the picture is co-founder of Microsoft, Bill Gates.

Pg. 49

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

2. Some possible word substitutions for the sentences are:

His grandfather grows vegetables and flowers. → His **grandmother / father** grows vegetables and flowers. His grandfather **likes/paints** vegetables and flowers. His grandfather grows **trees/plants** (and flowers).

Jason helps his grandmother make jam. → Jason **watches** his grandmother make jam. Jason helps his grandmother **buy** jam. Jason helps his grandmother make **soup**.

He likes playing with the dogs. → He likes **washing** the dogs. He likes playing with the **sheep**.

His grandfather has two sheep. → His grandfather has **twelve** sheep. His grandfather has two **cats**.

3. 2. His grandfather **doesn't grow** vegetables and flowers. 3. Jason **doesn't help** his grandmother make jam. 4. He **doesn't like** playing with the dogs. 5. His grandfather **doesn't have** two sheep.

4. 1. My sister **likes** English. 2. My brother can **play** golf. 3. She can't play **the** violin. 4. Can you play tennis? 5. Do you want / Would you **like...** some chips? 6. Phil **really likes** pancakes. 7. She doesn't **like** ice cream. 8. His favourite sport **is** baseball. 9. He can dance very **well**. 10. His father is **a** doctor.

Pg. 50

1. Left to right from the top: secretary, teacher, cinema, policeman, hospital, bookshop, restaurant, dentist

2. 1. hospital 2. cinema 3. restaurant

4. policeman 5. bookshop 6. secretary  
7. teacher 8. dentist

Pg. 51

1. 1. My **mother** is a **businesswoman**. She works **at home**. She **sells jewellery**.

2. My **father** is a **soldier**. He's **in the army**. He **drives a lorry**.

3. My **sister** is a **waitress**. She works in a **restaurant**. She works **six days a week**.

4. My **uncle** is a **cleaner**. He works in a **hotel**. He works in the **evening**.

5. My **grandfather** is a **postman**. He delivers letters in the **city centre**. He **rides a bicycle**.

2. (Answers may vary in length.) 1. She's a businesswoman. 2. She works at home. 3. Yes, she's a waitress. 4. She works six days a week. 5. He works in the evening. 6. No, he rides a bicycle.

3. 1. at 2. On, in 3. with, in 4. After 5. for  
6. on, to 7. at 8. about

Pg. 53

### Section C Opposites

1. 1. b 2. c 3. f 4. g 5. h 6. a 7. d 8. e  
9. j 10. i

2. 1. soft 2. fast 3. light 4. wrong 5. up  
6. play 7. go 8. hate 9. thin 10. finish

### Vocabulary Note: begin and start

These words have the same meaning and are used in the same way at this level. There are a few situations where we use 'start' but not 'begin' (for example, with machines working, 'The car won't start'), but this is nothing to worry about at the Preliminary level.

Pg. 54

### Section H

1. The man is reading a newspaper. 2. The woman is carrying a bag. 3. The girl is eating... cake / some cake / a piece of cake. 4. The boy is climbing a tree. 5. The dog is chasing a rabbit.

### Possible sentences for dictation

The woman is buying a book. The man is riding a bike. The girl is reading a book.

The boy is playing with a ball. The dog is watching television.

### General Advice on Dictation

Dictation tends to be underused in the ESL classroom. It's a good way to add some extra listening and spelling practice. It also saves on photocopying and writing on the board. For the Preliminary Exam, dictation is especially useful for spelling practice for Section D (the past tense of verbs), Section E (plurals), and for writing sentences in Sections F, G, and H. Dictation of numbers (dates, times, prices) is useful for the Part One Listening.

## Pg. 55

### Section D

1. stayed
2. swam
3. painted
4. caught
5. made
6. had
7. rode
8. drove
9. were
10. stopped

### Section F

1. Where did you stay?
2. Who gave her/Karen a bicycle?
3. Does he go to school by bus?
4. What is (What's) your favourite sport?
5. Can she play the violin?



## Unit 7. Food

### Pg. 56

**Vocabulary:** Food 1. pasta, popcorn, chips, spaghetti, onions, jam, sandwiches, soup, butter, rice

### Pg. 57

1. 1. What's in the cupboard? 2. Where is the orange juice? 3. Is there any milk / bread / milk or bread? 4. Where are the apples / grapes / apples and grapes? 5. Does the supermarket open at 9.00?

### Pg. 58

1. 1. eating 2. chocolate 3. drinks 4. teaspoons 5. interesting 6. grow 7. could 8. because
2. 1. Her favourite drink is cola. 2. There are (about) seven teaspoons of sugar in a can of cola. / A can of cola has (about) seven teaspoons of sugar. 3. Sugar cane grows in hot countries. / It grows in hot countries. 4. Yes, she had a sweet tooth. / Yes, she did. She had a sweet tooth. 5. Answers will vary.

### Pg. 59

**1.** Banana split: (left to right, top to bottom) cherry, cream, dish, vanilla, strawberry, chocolate  
Other pictures: bread, carrot(s), cabbages, peas, grapes, apricots

2. **(Answers may vary a little.)** 1. No, she can't. 2. She cooks vegetable soup every day. 3. She loves banana splits. 4. There are three (ice cream flavours). 5. They grow cabbages, onions and peas. 6. No, she doesn't. (She makes apricot jam.)

### Pg. 60

2. 1. time 2. eleven 3. busy 4. kitchen 5. putting candles on the cake. 6. Emma and her mother 7. Where's 8. buying 9. sister 10. What

### Pg. 61

1. **(Answers may vary )** 1. There are six people. 2. There are five children. 3. They are wearing (party) hats. 4. She's carrying a birthday cake. 5. I can see candy / cake / biscuits /jelly. 6. They're on the... plate / table / plate on the table. 7. They're... shouting / singing.

### Pg. 62

**1.** 1. x They are in the ~~bathroom~~. **kitchen** 2. x The woman on the right is holding ~~an apple~~. **a tomato** 3. ✓ 4. x There are ~~four~~ **three** people. 5. ✓ 6. ✓ 7. x I can see some ~~knives~~ **spoons** on the counter, next to the girl.

2. To give the students a hand, you could elicit some questions and write them on the board or you could dictate some questions for them. Here are some possibilities?  
*How many people are there? Where are they? What are they doing? What is the woman holding? What food can you see? Are they happy?*

3.



**There are actually more than five differences. The differences are:**

The student book picture has (but the teacher's book doesn't have): a DVD, a glass, a pen, a pencil

The teacher's picture has (but the student book doesn't have): a bowl, a spoon, a cup

Pg. 63

**Listening Part Three** 1. F 2. F 3. F 4. T 5. F

**Section F** 1. Did they make (any/some) sandwiches? 2. Where is the fridge? 3. Did he clean the kitchen (yesterday)? 4. What is his favourite drink? 5. Do they work in a hotel?



## Unit 8. Places

Pg. 64

**Vocabulary:** Places 1. Left to right from the top: airport, hotel, castle, bus station, beach, sports centre, market, swimming pool, café

**FYI:** The castle pictured is not the one – Windsor Castle – mentioned in Sentence 8. It is Bodiam Castle, a 14th century moated castle near the southern English coast. The beach is in the coastal resort city of Vina del Mar, Chile. The hotel is Le Meridian Bristol in Warsaw, Poland.

Pg. 65

2.

1. I went to Ann's party. Did you give her a present? Yes. I gave her a DVD.
2. I went fishing. Did you catch a fish? Yes, I did.
3. I went to the beach. Can you swim? Yes, I can.
4. I visited my grandma. How old is she? She's 65.
5. I went running. Who did you go with? My dog.

**3.** 1. I **saw** Jane yesterday. 2. He **was** born in China. 3. She can swim. 4. Where is **the** bank? 5. They want **to** go home. 6. He is **taller** than me. 7. Mr. Black is **a** doctor. 8. I haven't got **any** money. 9. She gave me a book. / She gave a book to me. (Note: The original sentence is not actually wrong, but it is strange.) 10. We went **to** the beach yesterday. / We **were** at the beach yesterday. 11. I like dogs very much. 12. She's riding **a/her** bike.

Pg. 66

1. 1. Where did you go? B. We went to France.
2. Where did you stay? D. In a hotel. 3. Who did you go with? C. My family. 4. What did you do there? A. We visited old castles. 5. When were you there? E. In October. 6. Why did you go there? H. Because I like France. 7. How many days were you there? F. Just two days. 8. How was the food? G. It was very good.

Extension: get the students to lengthen the short answers. E.g. 'In a hotel'. → We stayed in a hotel.

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

Pg. 67

1. 1. sell, buy 2. soft, hard 3. happy, sad 4. pick up, put down 5. aunt, uncle 6. wrong, right 7. rich, poor 8. cold, hot 9. spring, autumn 10. early, late

Pg. 68

1. Left to right from the top: the countryside, island, city, lake, mountain, jungle, hill, town, sea, river
2. 1. river 2. sea 3. The countryside 4. city 5. hill 6. jungle 7. mountain 8. island 9. town

Pg. 69

1. 1. been 2. ever 3. climbed, hasn't/has never 4. seen 5. ridden, has

Pg. 70

1. a rainbow, a snake football, golf France, Spain

Pg. 71

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

**Note:** In British English, the noun 'team' can go with either singular or plural verbs and pronouns. The sentence for No. 10, 'That football team have never lost a football match.' would also be correct with 'has' instead of 'have'.



## Unit 9. Animals

Pg. 72

### Vocabulary: Animals

Left to right from the top: camel, flamingo, giraffe, hippo, owl, seagull, snake, spider

Pg. 73

1. dictionary dictionaries, butterfly butterflies / knife knives / thief thieves / watch watches / dress dresses / box boxes / key keys

Pg. 74

1. I have three **uncles**. My favourite uncle has a large farm. There are lots of **animals**. He has 30 **cows**, 100 sheep, and 20 goats. He has six **pigs** and three **horses**. He has some hens. There are two **foxes** on the farm. They try to eat the **hens**. My uncle has three **dogs**. The dogs have large **teeth**. They look angry but they are very friendly. They chase the foxes. My uncle has two **cats**. They are very old but they can catch **mice**.

### Section E

1. children, matches 2. sheep, feet 3. toys, boxes 4. monkeys, wolves 5. knives, glasses

Pg. 75

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

2. 1. Where are the people? 2. How many people are there? 3. What are the people doing? 4. Do

the people look happy? 5. How's the weather? 6. Why do you think it's cold? 7. What other things can you see in the picture?

Pg. 76

### Vocabulary: Pets

Left to right from the top: puppy, kitten, goat, parrot, peacock, rabbit, goldfish

### 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 to describe and guess animals. It's usually best to restrict them to the animals on the board if you have enough (at least 20).

There are several ways to do this activity:

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

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

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

Pg. 77

**Section D** 1. met 2. took 3. arrived 4. bought 5. saw 6. felt 7. ate 8. drank 9. watched 10. gave

Pg. 78

**Listening Part One** 1. penguin 2. Joe's bedroom 3. fish 4. hippo 5. Abdul

**Listening Part Three** 1. T 2. F 3. T 4. T 5. F

Pg. 79

1. 1. It is in England. 2. It opened in 1966. 3. It has over 500 animals. 4. They want food. / People (on the boat) feed them. 5. (Two) gorillas live on the island. 6. You can walk through the/a butterfly hot house and a/the bird house.



## Unit 10. Health

Pg. 80

### Vocabulary: Parts of the Body

Clockwise from the top: fingers, thumb, leg, foot, toes, knee, hand, arm, shoulder, ear

Pg. 81

1. 1. tired 2. hungry 3. hot 4. angry 5. thirsty  
6. bored 7. ill 8. cold

2. Left to right from the top: earache, toothache, headache, cold, stomachache

Pg. 82

1. 1. youngest 2. watching 3. accident  
4. blind 5. music 6. write 7. their 8. years  
9. school 10. world

Pg. 83

**Section E:** 1. policemen, thieves 2. babies, teeth  
3. women, dresses 4. butterflies, leaves 5.  
dictionaries, keys

1. 1. computer 2. magazine 3. blue  
4. umbrella 5. pancake 6. hippo 7. snow 8.  
clouds

Pg. 84

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

Pg. 85

**Section C** 1. expensive 2. north 3. top 4. fail  
5. close 6. low 7. stop 8. right 9. put down  
10. thin

### 1. I've got a cold

go to the doctor **No** eat oranges **Yes** take  
medicine **Yes** sleep a lot **Yes** drink hot water **Yes**  
drink milk **No** eat ice cream **No**

Pg. 86

### Section H

1. The baby is drawing a picture. 2. The man is painting a/the door. 3. The girl is riding a horse / mule / donkey / pony. Note: The picture is actually of a mule (i.e. the offspring of a male donkey and a female horse); you can tell from the long thin ears and short thick neck. Students shouldn't panic when they see a picture like this; as long as their answer isn't strange, full points will be awarded. See the note below. 4. The

woman is drinking (a cup of) tea. 5. The rabbit is eating a carrot.

**Note:** For full marks in Section H, it is necessary to write a sentence including an object.

i.e. *The woman is drinking.* (1 point)

*The woman is drinking tea.* (2 points)

As with the mule, sometimes it isn't obvious what the object is; just guess, as long as it's not strange, it will be accepted. If you wrote 'The woman is drinking (a cup of) coffee.' you would get full marks.

### Useful Sentences for Section H

1. comic (book), magazine, newspaper 2. golf, football, with a doll 3. bicycle, motorbike, horse  
4. butterfly, rabbit, mouse

Pg. 87

1. 1. when 2. bag 3. go 4. always 5. had  
6. accident 7. ten 8. doctors 9. girl  
10. shows

**2. Various answers are possible.** 1. What fell on him? What happened to him? 2. Did he die in 1991? 3. Who tried to help him? 4. How long did she have the hiccups? 5. What did people call her?

# Transcripts

## Unit 1 Page 12 Personal Questions

1. Have you got any brothers or sisters?  
Yes, I've got two brothers.
2. How old are they?  
They're 14 and 8 years old.
3. Have you got grandparents?  
Yes, I have.
4. Do you see them often?  
No, not often. Just at Christmas.
5. Do you like animals?  
Yes, I like animals very much.
6. Have you got any pets?  
Yes, we've got a cat and two dogs.
7. Do you go on holiday with your family sometimes?  
Yes, sometimes.
8. Where do you go?  
We go to the beach.

## Unit 2 Page 20 Justin Bieber

**Matt:** I'm Justin Bieber's biggest fan.

**Chris:** No, you're not. I'm his biggest fan.

**Matt:** Are you sure?

**Chris:** Yes, I am. Ask me some questions about Justin Bieber.

**Matt:** Okay. What's his favourite colour?

**Chris:** His favourite colour is purple.

**Matt:** When's his birthday?

**Chris:** His birthday is on the first of March.

**Matt:** Mmm. What sports does he like?

**Chris:** He likes basketball and ice hockey.

**Matt:** Is he left-handed or right-handed?

**Chris:** He's left-handed.

**Matt:** Can he play the piano?

**Chris:** Yes, he can.

**Matt:** When did he start playing the guitar?

**Chris:** He started playing the guitar when he was eight years old.

## Unit 2 Page 21

1. Mark Zuckerberg created Facebook. He was born on the 14th of May, 1984.
2. Miley Cyrus is an American actress and singer. She was born on the 23rd of November in 1992.
3. Dakota Fanning is also an American actress. Her birthday is on the 23rd of February. She was born in 1994.
4. Zac Efron is an actor. He was born on the 18th of October, 1987.
5. Lionel Messi is a football player from Argentina. His birthday is on the 24th of June. He was born in 1987.
6. Andy Murray is a tennis player from Scotland. He was born on the 15th of May, 1987.
7. Emma Watson is an English actress and model. She was born on the 15th of April, 1990.

## Unit 2 Page 23

8. **A:** How many teeth does a dog have? Is it 32?  
**B:** No, that's people. A puppy has 28 teeth and a dog has 42 teeth.
9. **A:** How many letters are there in the English alphabet?  
**B:** Sorry, I don't understand... letters... alpha..  
**A:** Alphabet. You know, A, B, C.. to Z.  
**B:** 24?  
**A:** No, there are 26 letters.
10. **A:** How many strings does a violin have? Has it got six strings?  
**B:** No, a guitar has six strings. A violin has got four strings.
11. **A:** How many days are there in April? Are there 31 days?  
**B:** Yes, ah.. wait, let me think, no, April has 30 days.  
**A:** How many days are there in February this year? 28 days, right?  
**B:** Um, every four years February has 29 days, but usually there are just 28 days.  
**A:** So, this year there are 28 days?  
**B:** No, 29 days.

Listening Part One

**Example**

A: When does he have football practice? Is it Saturday?

B: No, he plays a game on Saturday.

A: So, his football practice is on Tuesday?

B: No, it's on Thursday.

**1.**

A: How many people are there? 17?

B: Just a minute. Let me count. Ten girls, a man, and four boys...

A: Ah, 14 people.

B: You can't count. There are 15 people.

A: Opps. You're right.

**2.**

A: What time does the film begin? Does it start at seven?

B: No, I don't think so. Is it a quarter to seven?

A: Okay, here it is in the newspaper. It starts at a quarter past six.

**3.**

A: When is the school trip? Is it in April?

B: No. It's in August I think.

A: It's in October.

**4.**

A: How much was the book? Was it 21 pounds?

B: No, it was a little cheaper than that.

A: Twenty pounds?

B: It was 19 pounds.

**5.**

A: When's the party? Is it on [the] 27th of August?

B: It's in August but not on the 27th.

A: Is it on the 23rd?

B: Oh, I remember now. The party is on the 26th.

## Unit 4 Page 37 Listening Part Three

Hello. I'm Robbie. I like sports. I like basketball and tennis, but I love football. It's my favourite. Football is great. It's easy to play. It's fast and exciting. I'm in my school football team. We practise after school on Tuesdays and Thursdays. We play a football match every Saturday morning. Sometimes we visit other schools. My best friend is one of my teammates. We have a lot of fun. Our team is very good. We usually win. When I'm older, I want to play for a famous football team. Maybe I can play for Arsenal. Arsenal are my favourite team.

## Unit 5 Page 46 Test Practice Listening Part One

**1.**

A: Where are the tomatoes? Are they in the bag?

B: Um, I think they're in the fridge.

A: No, I took them out of the fridge.

B: Oh, look. There they are, on the table.

**2.**

A: What is Russell doing? Is he eating breakfast?

B: No, he's finished eating his breakfast. He's doing his homework now.

A: It's time for him to go to school.

**3.**

A: What sport does Connie like best? Does she like volleyball?

B: She hates volleyball because it hurts her hands.

A: How about tennis?

B: She likes tennis but she likes swimming best.

**4.**

A: Andrea, who ate the last piece of cake? Was it Doug?

B: Doug ate some cake but he didn't eat the last piece.

A: Hey, did you eat it?

B: No, I didn't. It was Dora. She took the last piece of cake.

**5.**

A: What is the correct pattern?

B: There's a circle and a triangle.

A: Is the triangle in the circle?

B: No, it's next to the circle.

**6.**

A: Where are Pete and Sam? Are they in the kitchen?

B: They were in the kitchen but they're not there now. Maybe they're in the garden.

A: No, I looked there.

B: Oh, I can hear them. They're in the living room.

## Unit 6 Page 49 Listening Part Three

Hello. I'm Jason. I want to be a farmer. I don't like staying inside. I want to stay outside. My grandfather is a farmer. He has a small farm in the mountains. He grows flowers and vegetables. He also has some sheep and cows. My grandmother makes jam from the fruit. I enjoy visiting the farm. In summer I stay there for two or three weeks. I help my grandfather and grandmother. I help pick fruit and make jam. Sometimes I can drive my grandfather's tractor. I also enjoy playing with my grandfather's dogs. He has two dogs. The dogs are sheep dogs. They are friendly and very clever.

## Unit 6 Page 51

1. My mother is a businesswoman. She works at home. She sells jewellery.
2. My father is a soldier. He's in the army. He drives a lorry.
3. My sister is a waitress. She works in a restaurant. She works six days a week.
4. My uncle is a cleaner. He works in a hotel. He works in the evening.
5. My grandfather is a postman. He delivers letters in the city centre. He rides a bicycle.

## Unit 7 Page 63 Listening Part Three

Hello. I'm Chris. I'd like to tell you about my dad. He is very good at cooking. My dad is a chef in a big restaurant. It's called the Golden Dragon. The restaurant is in a hotel. He cooks lunch and dinner at the restaurant. He starts work at ten in the morning. He finishes work at nine o'clock in the evening. He works at the weekend but he doesn't work on Monday or Tuesday. Sometimes he brings food home from the restaurant. It's delicious. I like eating food very much but I don't like cooking. I don't want to be a chef. It's not an easy job. You stand up all day, and the kitchen is very hot.

## Unit 9 Page 75 Speaking Task Two

6. Where are the people?
7. How many people are there?
8. What are the people doing?
9. Do the people look happy?
10. How's the weather?
11. Why do you think it's cold?
12. What other things can you see in the picture?

## Page 78 Listening Part One

**1.**

A: What animal did Peter see?

B: He saw a bird?

A: What kind of bird? Was it a flamingo?

B: He saw a penguin.

**2.**

A: Where does the puppy sleep at night? Does it sleep in the garden?

B: No, it sleeps in the house.

A: In the living room?

B: No, it sleeps in Joe's bedroom, on his bed.

**3.**

A: What animal did Colin catch? Did he catch a frog?

B: No, he didn't. He caught a fish. He also saw a snake.

**4.**

A: What's the largest animal at the zoo? Is it the giraffe?

B: That's the tallest animal at the zoo but not the biggest.

A: So, the elephants?

B: The zoo hasn't got any elephants. The biggest animal there is the hippo.

**5.**

A: Who wants to be a vet? Karen?

B: Her mother is a vet but Karen doesn't want to be a vet. Abdul wants to be a vet.

A: How about Jim?

B: He wants to be a farmer.

## Page 78 Test Practice Listening Part Three

Hi. I'm Shelly. My father is a zookeeper. He works at the city zoo. He likes his job a lot. My father starts work at seven o'clock and he comes home at five o'clock. He takes care of the lions and the hippos. My father is very fat. Some people say he looks like a hippo. I usually go to the zoo every weekend. When I go to the zoo, I don't buy a ticket. I can go to the zoo for free because my father works there. I like to watch my dad feeding the animals. Everyone in my family likes animals very much but we haven't got any pets.

## Unit 10 Page 85 I've got a cold

When I have a cold, I don't go to the doctor. My mother buys some medicine and I take the medicine. I take the medicine three times a day after meals. My mother says Vitamin C is good for colds so I eat a lot of oranges. When I have a bad cold, I don't go to school. I stay home and sleep a lot. I drink hot water but I don't drink milk. I don't eat ice cream.

# Sample Paper Answer Key

## PRELIMINARY LISTENING

### Part One (5 marks)

1 mark for each correct answer

- A. Susan's (example)
- B. Tuesday
- C. £35
- D. The small circle in the rectangle
- E. grapes
- F. garden

### Part Two (10 marks)

1 mark for each correct answer

- 1. with
- 2. weekend
- 3. grandmother
- 4. taught
- 5. have
- 6. trees
- 7. in
- 8. sit
- 9. them
- 10. of

### Part Three (5 marks)

1 mark for each correct answer)

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

## PRELIMINARY PAPER

UNLESS OTHERWISE STATED DO NOT ACCEPT  
INCORRECT SPELLINGS

### Section A (10 marks – 2 marks for each correct answer)

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

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

1. D mine
2. A faster
3. A left
4. C ago
5. B at
6. A some
7. C didn't
8. D the prettiest
9. C their
10. A caught

### Section C (10 marks – 1 mark for each correct answer)

1. spring
2. little
3. day
4. fat
5. below
6. early
7. light
8. easy
9. low
10. cold

### Section D (20 marks – 2 marks for each correct answer, do not accept misspelling)

1. drove
2. bought
3. arrived
4. went
5. said

6. sat
7. put
8. took
9. felt
10. had

### Section E (10 marks – 1 mark for each correct plural in the gap provided)

1. leaves cherries
2. monkeys teeth
3. wives shelves
4. sheep lorries
5. flies mice

### Section F (10 marks – 2 marks for each correctly formed question)

1. Where do they go on Saturdays?
2. Have they taken Minnie to the doctors?
3. Can Steve see the tiger [in the trees]?
4. When did Lucy make a cake with her mum?
5. What is Jane wearing today?

### Section G (10 marks – 2 marks for each correctly formed answer – 1 mark if the answer makes sense but is not a full sentence)

1. There are \_\_\_\_\_ bedrooms in our house.
2. My favourite fruit is \_\_\_\_\_.
3. I usually get up at \_\_\_\_\_ in the morning.
4. I live at / in \_\_\_\_\_.
5. My best friend is \_\_\_\_\_.

### Section H (10 marks – 2 marks for each correctly formed and true statement about the picture; 1 mark for no object or a sentence with [minor] mistakes, 2 marks with an object)

1. The girl is **chasing** a butterfly. *Accept any plausible insect.*
2. The boy is **drawing** a lion. *Accept any plausible carnivore.*
3. The zookeeper is **washing** the elephant.
4. The monkey is **climbing** a tree / branch.
5. The baby is **eating** [an] ice cream.

## CD Track List

Track 1	Book Intro	
Track 2	Introduction	Page 5
Track 3		Page 7
Track 4	Unit 1	Page 9, 1
Track 5		Page 11, 1
Track 6		Page 12, Speaking Task 1
Track 7	Unit 2	Page 20, 2
Track 8		Page 21, 2
Track 9		Page 21, 3
Track 10		Page 23, 6
Track 11		Page 23, Listening Part 1
Track 12	Unit 3	Page 26
Track 13		Page 27, 1
Track 14		Page 28, 2
Track 15	Unit 4	Page 33, 1
Track 16		Page 33, 2
Track 17		Page 34, 1
Track 18		Page 37, Listening Part 3
Track 19	Unit 5	Page 44, Speaking Task 1
Track 20		Page 44, 2
Track 21		Page 45, Speaking Task 3
Track 22		Page 46, Listening Part 1
Track 23	Unit 6	Page 49, Listening Part 3
Track 24		Page 51, 1
Track 25	Unit 7	Page 58, 1
Track 26		Page 63, Listening Part 3
Track 27	Unit 8	Page 66, 1
Track 28		Page 67, 1
Track 29	Unit 9	Page 69, 1
Track 30		Page 78, Listening Part 1
Track 31		Page 78, Test Practice
Track 32	Unit 10	Page 82, 1
Track 33		Page 85, 1
Track 34		Page 87, 1
Track 35	Sample Paper Listening	