



STEP TO

Teacher Book

ADVANCED B2



**Official preparation
material for Anglia ESOL
International Examinations**
For the revised and updated papers

Revised Jan 2022

Answers, teaching notes and transcripts

This teacher book provides the answers to the practice questions posed in the student book and the sample test paper. We've also included a number of useful teaching notes.

Transcripts can be found at the end of this book.

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. This guide has detailed notes on the grammar patterns and vocabulary tested at each level.

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Audio files can be found at:
www.aim-group.org.uk/stepto

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 choosing the best to use for the dictation.

General advice on Writing Sections

Your school should have a copy of Anglia's '**A Guide to Composition and Letter Writing**'. This 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: *What are your career goals?*

Essay title: *My Career Goals*

Essay question: *"The Internet has improved our lives." Discuss.*

Essay title: *The Internet has improved our lives.*

or *The Internet or Has the Internet Improved Our Lives?*

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

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

Don't get the students to read the readings out loud in class. This is just a time-killing exercise with little benefit for the student who is reading aloud or for the students listening.

To generate interest in the reading, you may want to ask some questions about the topic before handling the questions. Remember to insist on full answers.

INTRODUCTION UNIT

Page. 9 Improving your English Instructions:

Have the students guess the missing words before playing the audio track. Alternatively, it can be assigned as homework and the answers checked in class.

Answers: 1. single; 2. to; 3. about ; 4. difficult; 5. grammar; 6. find; 7. enough; 8. called 9. never; 10. good

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Answers: 1. theatre; 2. catalogue; 3. honour; 4. levelled; 5. legalise; 6. labour

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Answers: Vocabulary Differences (the British English vocabulary is highlighted)

1. **football** / soccer; subway / **underground**; line / **queue**; apartment / **flat**; **lift** / elevator; trash / **rubbish**; sidewalks / **pavement**; **off-licence** / liquor store; **cinema** / movie theater; first floor / **ground floor**

2. pants / **trousers**; **crisps** / potato chips; **biscuits** /cookies; candy / **sweets**; **chips** / French fries ('French' is often lower case, i.e. french fries)

3. two weeks / **a fortnight**; traveling / **travelling**; **coach** / (long-distance) bus; tires / **tyres**; **motorway** / freeway; **rang** / called; truck / **lorry**; gas(oline) / **petrol**; **mad** / angry

Notes:

The way Americans use the word '**pants**' is funny for Brits as it means 'underwear' in BrEng. The British use '**call**' as well as '**ring**'.

In British English, '**mad**', in addition to meaning 'angry', can also mean 'silly'.

Page. 12 Classroom Language

It's important to get the class into the habit of asking you questions. Rather than spoon-feed the students, prompt them to ask for examples and explanations.

1. What's the homework for tonight?
2. Is this the British or the American spelling? / Is this the American or the British spelling?
3. What page are we on now? I'm lost!
4. Just take a couple of minutes to read the text.
5. Did you get the same answer as me?
6. I didn't understand any of that listening!
7. Find a partner and sit next to him or her.
8. We'll finish this tomorrow because we've run out of time today.
9. I don't really understand the answer to question 4.
10. Take a worksheet as you leave.

Page. 13 Find someone who...

Remember to model this before getting the class to do it. Take the first sentence, "... loves animals" and elicit questions for it; point out that you can ask direct questions like, "Do you love animals?" but all you're going to get is a yes/no answer, and you won't know much more about the person than if you hasn't asked. Show that it's better to encourage broader, more natural questions, like "Have you got a pet?", "Do you know much about wild animals?", "What's your favourite animal?", "Are there any animals you don't like?" Write notes on the board as an example of what they could write under 'More Information'.

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General note on the vocabulary lists and pictures

The first page of Unit One – as with most of the units – starts with a vocabulary list, a series of pictures, and questions for discussion.

The best way to handle this is to start with the pictures. Have the students say what the pictures are of. 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. Finish with a class discussion of the questions.

2. The attractions in the pictures are:

1. ski resort
2. water park
3. aquarium
4. art gallery
5. castle
6. waterfall

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4. Corrections

1. Delete 'to'.
2. I want to go to **the** UK to do **a** master's degree. (The definitive article 'the' is not usually used before countries; the most common exceptions are those which contain the words *republic, state, union, kingdom*, or consist of a group of islands). Eg the People's Republic of China, the United States, the European Union, the United Kingdom, the Philippines. It's also worth noting that we say the Netherlands.
3. One of the benefits **of** travelling overseas is that it makes you appreciate the ...
4. My favourite holiday activity is **going** shopping.
5. You can learn a lot more about a foreign culture by **experiencing / having contact with** it first-hand than you can learn about it from books.
6. Visitors to the US are **advised** to get **health** insurance.
7. I **went** to America last year. It was a wonderful **trip**.
8. The travel writer **told** the reporter that his latest book had been **translated** into three languages.
9. 'News' is an uncountable noun, so delete 'a'.
10. Sarah and Michael went to Cyprus for **their** honeymoon.

Page. 18 Reading: Britain vs. the UK

2. True or False?

1. False (It consists of four parts, the three mentioned plus Northern Ireland).
2. True
3. True

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4. Numbers read out in the audio file are:

- | | | |
|---------------|-------------------|--------------|
| 1. 34,789; | 2. 1100; | 3. 128,450; |
| 4. 327 88 26; | 5. 020 2345 8721; | 6. 820777 |
| 7. £49.95; | 8. £17.50 | 9. £132,000; |

6. Email addresses read out in the audio file

1. john_williams@yahoo.co.au
2. NZ23@anglia.com
3. www.anglia.org/TW/index.php
4. www.mother.org/health.htm

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The English landmarks are (Left to right): Stonehenge, Big Ben, London Eye, Buckingham Palace, Tower Bridge, St Paul's Cathedral The Royal Pavillion (also commonly called the Brighton Pavillion), The Tower of London All of these are in London except for Stonehenge and the Royal Pavillion.

Notes on the places not covered in the listening:

Big Ben is the nickname for a clock tower (although technically it is the bell inside the tower that is called Big Ben). It was completed in 1859.

Stonehenge is located in southern England about two hours south-west of London; the stones were erected about 2400BC.

Tower Bridge spans the Thames River in the heart of London. It opened in 1894. The middle section between the two towers can be raised to allow ships to pass underneath.

The Royal Pavillion is a former royal residence in the coastal city of Brighton.

Page. 21: London Attractions

2. Audio file answers (Radio programme)

- | | | | |
|-----------|-----------|--------------|-------------|
| 1. 4:30pm | 2. £9.50 | 3. 7766 7305 | 4. 11th |
| 5. 10am | 6. £14.90 | 7. 482 7199 | 8. 2000 |
| 9. 8pm | 10. £8.50 | 11. 2006 | 12. 566 396 |

UNIT 1: SMALL WORLD

4. Dates

Read the following dates to your class.

1. 26th December
2. 3rd July
3. 5th November
4. 1st January
5. 25th December
6. 14th February
7. 31st May
8. 17th March
9. 22nd June

5. Special dates

- A. Boxing Day - 26th December
- B. St. Patrick's Day - 17th March
- C. Guy Fawkes Night - 5th November
- D. New Year's Day - 1st January
- E. Christmas Day - 25th December
- F. Valentine's Day - 14th February

Notes about the holidays

Your students might not be familiar with the following holidays:

Boxing Day is a public holiday in the UK and many commonwealth countries such as Canada, Australia, and New Zealand. The name comes from the former practice of the wealthy giving presents (i.e. a Christmas 'box') to the less fortunate on the day after Christmas. Nowadays people associate Boxing Day with shopping; there are large sales, and for some shops it is the biggest day of the year.

St. Patrick's Day is a public holiday in Ireland, and celebrated around the world in countries with many Irish descendants. It is named after a Christian missionary who is credited with bringing Christianity to Ireland in the early 5th Century.

Guy Fawkes Night celebrates the failure of a plot in 1605 to blow up the English Parliament. Guy Fawkes was the name of one of the plotters. Many people celebrate the day by letting off fireworks or going to fireworks displays.

Page. 22 Listening Section L1

2. Transcript of the audio file is at the back of this teacher book

1. Have the students say what kind of word each answer will be. 1. will be a day of the week; 2. a type of room (eg single, double, twin etc.); 3. a noun, (perhaps a bathroom, balcony, view, internet connection etc.) etc
2. 1. Thursday 2. single 3. (a) view of the river 4. Green 5. 453 655

6. M_green1564@gmail.com 7. 4.30
8. pillows 9. vegetarian 10. £70

3. Discuss the meaning of 'It's a small world!' with the students in pairs or as a group discussion. Get them to think about any experience they might have had of unexpectedly meeting someone they know on holiday or a long way from home. Talk about other times we could say "It's a small world!" – for example, you meet someone from your past, you work out someone you just met is a relative.

Page. 23 DOs and DON'Ts

4. Prepositions

1. as; 2. for; 3. to; 4. off; 5. by; 6. with; 7. on; 8. in; 9. to; 10. on; 11. into; 12. to ('with' is also possible)

True or False?

1. True. Try to elicit some other personal questions; "How old are you?" "How much do you weigh?" "Why aren't you married?"
2. True
3. True
4. Partly true. Men should not wear hats inside, but it's okay for women to do so. Young men are increasingly seen wearing hats indoors, but this is still considered bad manners for older generations.
5. False. Students address teachers by their surnames (Mr Brown, Miss/Ms/Mrs Stevens etc.) or with Sir/Miss. Miss is used regardless of marital status, i.e. also for married women.
6. True.
7. Mostly false.
8. False. (When you are eating with only a fork, it's okay to hold it in your right hand. However, when a right-handed person is using a fork and knife, the fork should be held in the left hand and the knife should be held in the right hand.)
9. False. Most people would prefer you to arrive on time or perhaps five to ten minutes late.
10. True (although it's not a major offense).
11. True.
12. True.

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2.1 Photographs represent

1. graduate
2. move house
3. get engaged
4. do military service
5. retire
6. get married

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Various questions are possible. Some possibilities are:

1. Can you tell me a little something about yourself?
2. What do you do at the weekend?
3. What do you do in your free time?
4. What do you do for a living?
5. What are your study plans (for the next few years)?

Possible **follow-up questions** are:

1. Are you enjoying your studies? / How do you find Beijing?
2. Where do you usually go window shopping?
3. Who are your favourite authors? / How old are your children?
4. Do you like your job? / What does the company make?
5. What are you planning to study? / Why do you want to do a master's degree?

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2. 2. Comprehension questions

1. The four types of occupations, geography, other countries and versions of 'son of'
2. The 's' means son of, but it has been shortened.
3. Mirren, Nighy and Bonneville.

3. Questions for Discussion

Elicit these from your students as much as possible. Examples of 'Smith' in other languages are: Schmidt (German), Smit (Dutch), Lefebvre, (French) Herrero (Spanish), Demirçi (Turkish), Ferrari (Italian), Sideras (Greek), Kovač (Bosnian, Croatian), Haddad (Arabic), Smed (Danish) and Kovalyov (Russian).

The best (but not necessarily correct) guesses are

that a person with the surname of **Williamson** had an ancestor who was the **son of William. McMillan** had a **Scottish** ancestor who was the **son of Millan.**

Goldsmith had an ancestor who **made objects from gold.**

Eastwood had an ancestor who **lived in a wood in the east.**

Potter had an ancestor who **made pots, dishes and other things from clay.**

Hill had an ancestor who **lived on a hill.**

Ireland had an ancestor who **came from Ireland**

Broaden out the discussion to 'given names' or 'first names'. You could point out that currently some of the most popular first names in Britain are:

Male: Jack, Joshua, Michael, Chris, Thomas (Tom), James, Daniel (Dan), Oliver, Harry and William (Will or Billy)

Female: Emily, Jessica, Sophie, Chloe, Lucy, Lily, Emma, Amy and Katie or Kate.

Ask: How did you get your given name?

Which of these given names do you like/dislike?

Page. 29 Common UK Surnames

1. From the audio file - missing surnames

1. Brown
2. Roberts
3. MacDonald/ McDonald
4. Johnson
5. Robertson
6. Smith
7. Walker
8. Williams
9. Williams

Section R5

1. government
2. broadens
3. Knowledgeable
4. persuasive
5. violence
6. muscular
7. industrial
8. affordable
9. safety
10. photography

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2. Transition Words and Phrases

but	so
on the contrary	consequently

UNIT 2: HOME SWEET HOME

in contrast	as a result
however	therefore
although	as a consequence

and/also	because of/because
besides this	due to
moreover	owing to
furthermore	since
in addition	as

Answers 3.

1. as (*owing to* can't be used because it needs to be followed by a noun phrase i.e. a phrase without a verb).
2. because (*due to* is like *owing to* – it needs to be followed by a noun phrase eg ...*due to the bad traffic.*)
3. As a result, 4. because of, 5. In addition, 6. In contrast,

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4. Topic 1 Descriptive / non-argumentative essay

1. such as 2. Although 3. Another reason
4. For example 5. Last but not least 6. In fact
7. In conclusion 8. Hopefully

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5. Essay Terms

- A. Introduction B. Topic sentence
- C. Thesis statement D. Body E. Conclusion
6. The thesis statement is: *However, there is one person who I look up to much more than anyone else; that person is my father.*

7. Brainstorming

The three topic sentences are:

My father is the most good-natured person I know. Another reason I admire my father so much is that he is very talented in a variety of fields.

Last but not least, I respect my dad's selflessness.

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1. Vocabulary, possible answers are:

martial arts: judo, kickboxing, kung fu, (note: 'martial arts' has two slightly different meanings, a broader one meaning all forms of combat, and more commonly a narrower one meaning combat forms from East Asia.)

water sports: swimming, sailing, jet-skiing, diving, (scuba) diving, snorkelling, surfing, canoeing,

ball sports: football, basketball, softball, tennis, golf, cricket, rugby, volleyball

art: drawing, painting, sculpture, poetry, drama

music: singing, karaoke, playing the guitar, dancing

games: computer games, video games

2. Pictures

1. chess 2. sculpture 3. painting 4. beach volleyball
5. swimming (Note: you may want to teach some related vocabulary: freestyle, lane, swimming cap, swimming goggles)

6. (ten-pin) bowling (In the US they normally say 'bowling.' Associated vocabulary: ten-pin bowling is played at a **bowling alley**, and the bowling ball is bowled down a **lane**.)

3. Do, go, or play?

1. go; 2. play; 3. played; 4. goes; 5. does;
4. played; 7. go; 8. play; 9. does; 10. do; 11. plays;
12. go

Page. 37 Phrasal Verbs

1. Match the phrasal verbs and definitions

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

Page. 38 Adjectives

2. 1. exhausted 2. interested 3. relaxing
4. fascinated 5. depressing 6. annoying
7. confused 8. terrified 9. frustrating

Page. 39 Sports News

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

2. What sport are they?

1C. rugby 2A tennis 3D. cricket 4E. football.
5F. athletics 6B golf

3. Sports news stories (audio file)

Story 1: 1. True 2. False (They will meet in the semi-final not the final)

Story 2: 3. True 4. False

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Test Practice Section W3

1. It's high time **you fired him**.
2. Penny asked Steve **how he was getting to the party**.
3. I wish **I hadn't broken up with Heather**.
4. Lily couldn't **have passed the exam without cheating**.
5. If she hadn't missed the bus, **she wouldn't have been late to work**.

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Who has which regret?

I wish I'd done more outside activities	C	I regret not marrying when I was asked.	C
I should've listened to my parents	A	I shouldn't have bought my car.	C
I regret not going to university.	B	My biggest regret is not planning my future better.	A
I should have studied less and played harder.	C	I should have accepted the proposal.	C
I regret studying dance and drama.	A	I wish I'd worked a lot harder at school.	B

Page. 42 Listening Section L1 (audio file)

Answers: 1. Friday 2. March 3. Ford 4. Blue 5. £45
6. Jackson 7. William 8. 973 4832 9. 658 922
10. wjackson@hotmail.com 11. Baby seat 12. 9.00am
13. 10.30pm 14. Credit card/card/visa

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The teacher should read out the following four options for each question and ask the student to insert the correct answer in the gap.

1. A. have B. was having C. take D. took
2. A. put on B. set on C. take on D. get on
3. A. should B. can C. have D. must
4. A. use B. get used C. used D. was used
5. A. got B. was C. am D. had
6. A. works B. work C. working D. worked
7. A. was sold B. were sold C. was selling D. sold
8. A. are paid B. paid C. pay D. were paid
9. A. complained B. complains C. complain D. to complain
10. A. about B. on C. by D. from?

UNIT 4: AN APPLE A DAY

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Answers: 1. The dishes come from the following countries: fish and chips (UK); Peking duck (China); kebabs (Turkey); cottage pie (UK); kimchi (Korea); goulash (Hungary); paella (Spain); sashimi (Japan) tom yam (Thailand); Sunday roast (UK); Greek salad (Greece); lasagne (Italy).

2. The pictures show:

1. A. tom yam 2. kebabs 3. goulash
4. cottage pie 5. sashimi 6. paella

3. Match the descriptions to the dishes.

- A. tom yan B. kebabs C. cottage pie
D. paella E. sashimi F. goulash

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4. Food questions for dictation

1. Do you eat a lot of snacks?
2. What's the strangest food that you've ever eaten?
3. What are your best and worst eating habits?
4. How often do you buy takeaway meals?
5. What are your favourite desserts?
6. If you opened a restaurant, what kind of food would you serve?

5. Corrections

1. **Because** people lead more inactive lifestyles, **obesity** has become a serious problem in most developed **countries**.
2. Some people think that there should be a **ban** on advertising for junk food. I disagree **with** this proposal.
3. **I always** drink a lot of warm water when **I have** a cold.
4. Women **have** fewer babies nowadays because **bringing up / raising** children is very expensive.
5. **Most** women have a sweet tooth whereas men usually prefer savoury foods.
6. I enjoy Asian cuisine **very much**. **In particular**, I like to try **Japanese** and Chinese dishes.
7. Health care at private hospitals is better than at public hospitals.

8. Delete 'Although' or 'but'.

9. Remember **to take** warm clothes or you might
10. catch a cold. Delete 'to'.

Page. 48 Speaking

8. What are people talking about?

- 1C; 2G; 3F; 4B; 5A; 6I;

9. Listen to the audio file of two people talking about restaurants.

Rank the list (shown in question 7) accordingly.

The rankings, from most important to least important, are:

- 1E; 2F; 3I; 4A; 5G; 6C; 7H; 8B; 9J; 10D

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1. 1I; 2I; 3F; 4F; 5I; 6F; 7I;
8I; 9I; 10I; 11F; 12F

Note: In the real world, contractions are often used in formal letters. However, for the test it's best to stick with these guidelines.

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2. The writing task was: Write a letter to a restaurant complaining about the service.

3. (1) *am writing* (2) *received* (3) *arrived*
(4) *conversation* (5) *reply* (6) *faithfully*
(7) *John Williams*

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4. Matched collocations

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

Completed letter

1. Congratulations on 2. great news
3. perfect match 4. Thanks for
5. give you a ring 6. head off

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Photos represent: 1. overpopulation
2. deforestation 3. air pollution 4. desertification
5. soil erosion 6. urban sprawl

Page. 57 Reading

General note on readings

Anglia tests have less time pressure than other tests such as TOEFL and IELTS so the readings can be done a little less frantically. Still, the students shouldn't read the whole text in detail. 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 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. For the reading 'Solar-powered Cars' the first question is "When was the first World Solar Challenge held?" The answer will most likely be a 'year' so the quickest way to find it is to scan the article for a 'year' then see if there is a reference to 'first' or a similar word ('began' for example).

In this case the answer is '*since the first race in 1987*'.

Note: Don't get the students to read the readings out loud. This is just a time-killing exercise with little benefit for the student reading aloud and for the students listening.

3. Answers

1. The first World Solar Challenge was held in 1987.
2. The purpose of the race is to promote the development of solar-powered racing cars.
3. Louis Palmer's journey took 17 months.
4. C 5. B 6. B

Page. 58 Writing

1. Essay question – Zoos
A2; B1; C3;

Page. 59 Writing

2. Which words would improve the essay

1 and 3 would improve the essay but 2 and 3 are unnecessary.

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4. Match

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

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4. Task 2 presentation

1. formal 2. figures 3. passion 5. questions
6. Repetition

These are examples of:

repetition; humour; rhetorical question; facts and figures.

Page 62. Weather

1. Weather - match the words & definitions

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

2. Weather - complete the sentences

1. wintry 2. clear up 3. east 4. high 5. Snowfall
6. chance 7. scattered 8. low 9. Midday

Page. 63 Weather Listening Section L2

3. Play the audio and listen to the weather forecast. Answer the statements - true or false

Answers: 1. False 2. True 3. False 4. False
5. True 6. False

4. London's weather - which statement is true?

All three statements are false.

Now ask the students to read the passage to see if they guessed correctly.

UNIT 6: LEARNING CURVE

You could open discussion on this unit by asking the students if they know what a 'learning curve' is? The learning curve is usually thought of as a graph representing the rate of progress a student makes. Often in learning a language, for example, some stages are faster than others. Progress may be fast at first, and then when a lot of new grammar or vocabulary is needed, it may slow down. The curve would start climbing steeply and then flatten off. After a while, it may climb more steeply again.

This phrase is used idiomatically often collocating with 'steep' eg 'It's a steep learning curve in my new job.'

Page. 66

2.1. Photographs represent:

1. computing
2. law
3. biology
4. mathematics
5. chemistry
6. architecture

Page. 67 Speaking Task Three

4. Statements are referring to:

1. 4
2. 1
3. 8
4. 7
5. 2

Page. 68 Speaking

6. Corrections

1. Many people say **going** to a boarding school helps students to become more **independent**. This may be true, but I would **be / get** homesick if I were a boarder.
2. I've always **hated** maths **because** I'm not very good at it. In fact, my marks are **terrible**.
3. Nowadays, studying English is **becoming** more and more popular. **The main / One / A** benefit of speaking English **well** is that you can travel around the world.
4. Because **most** students have very few opportunities to practise speaking in English, they **lack** the confidence to speak to foreigners.

5. Some headmasters think that **installing** video **cameras** in classrooms is a good way to **make sure / ensure** that **students** behave well.

6. I always try my best, **even if / even when** I don't like a subject or a teacher.

7. From my experience, I would say that female teachers have more **patience** than **male teachers / ones**.

8. A good way for parents **to encourage** their children to study harder is giving them rewards **such as** money or a computer for good exam results. (alternatively, '...rewards for good exam results such as money or a computer.')

9. My school's sports facilities are very **impressive**.

10 I suggested **that he** get some work experience before going to university.

Page. 69 Listening

1. Three speakers

Play the audio file and listen to three speakers then answer the five questions
1A; 2B; 3C; 4B; 5A; 6C;

3. Match the words

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

Page. 70 Letter to language school

1. 1. to 2. year 3. take 4. on 5. all 6. will
2. 1. address 2. date 3. them/both 4. left 5. signature

Page. 71

4. Indirect question

Several answers are possible for each question.
... when the final exam is?
... if / whether I need to take a placement test
... what time you will arrive?
... if/whether I can get a refund?
... when the terms ends?

Page. 72 Letter writing

5. Letter to a friend

The three formal phrases which are out of place are:
Please accept my sincere apologies for not writing sooner but... It could be replaced with 'Sorry' or 'I'm (really) sorry'.

I look forward to your reply. It could be deleted or replaced with something like 'Write soon' or 'Hope to hear from you soon'.

Ms. Susan Jones It should just be the first name, 'Susan'.

6. Reply to email

Susan,
 Sounds **great!** Malta is **(totally) amazing.** Thanks for thinking of me. I'd love to go but summer is **going** to be crazy at the shop. Let me talk to my boss. I **don't know** what he'll say. If he says no, I might just quit.
(Note: It's difficult to substitute "Lol" – delete or replace it with "Just kidding" or something similar)!
 I'll get back to you **tonight** or **tomorrow.**
See you later,
Maria

8. Nouns and Adjective

Noun	Adjective
1. qualification	qualified
hope	2. hopeful
3. kindness	kind
4. intelligence	intelligent
5. disappointment	disappointing
imagination	6. imaginative
profession	7. professional

Page. 73 – Section R5

- 1. dressed
- 2. discussion
- 3. usually
- 4. opposed
- 5. imagination
- 6. Generally
- 7. fashionable
- 8. proud
- 9. Unfortunately
- 10. unhealthy

UNIT 7: LAWS AND ORDER

Page. 76 Vocabulary

2.1 Crimes shown in pictures

1. murder
2. pickpocketing
3. graffiti
4. vandalism
5. drug dealing
6. car theft

Page. 77

3. Crime vocabulary

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

4. A Bank Robbery

- Line 2: There was a bank robbery.
line 1: The police arrested the robber.
line 4: He was charged with burglary.
line 3: He went to court.
line 7: He was found guilty of robbery.
line 6: He was sentenced to seven years in prison.
line 5: After four years, he was released on parole.
line 8: He reoffended and was sent back to prison.

Page. 78

Listening Section L2

Play the audio file and listen to the crime news. All the stories are strange but true.

Story One: 1. False 2. True 3. It doesn't say

Story Two: 4. True 5. It doesn't say 6. False

Story Three: 7. True 8. It doesn't say 9. False

Section R3.

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

Page. 79 Section R2

Vehicles in trouble

1E; 2C; 3F; 4C; 5B; 6D; 7B

Page. 80 Section R2

3. Matched phrases

1d; 2c; 3g; 4h

Page. 81 Section R5

Correct words in brackets are:

1. weight
2. pointless
3. pronunciation
4. cloudy
5. difference
6. immature
7. poisonous
8. resit
9. agricultural
10. profitable

Page. 83 Reading

Test Practice

Part 1 (Answers must be complete sentences)

1. They were used (mainly) in banks and high- security government areas.
2. They are most commonly used in town centres, stations, car parks, and shops.
3. It deters crime and aids the police in catching criminals.

Part 2 (Tick boxes)

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

Part 3 (Synonyms and Antonyms)

1. *fight*: battle
helps: aids
2. *encourages*: deters
low-tech: sophisticated

Page. 86

2.1 Sections of newspaper

1. crossword 2. weather forecast
3. international news 4. horoscopes
5. business 6. celebrity

Page. 87 Vocabulary

4. Adjectives: 1B; 2A; 3D; 4C; 5E

Extension: For homework, get the students to write a short review of a book they've read. Additionally, you could collect names of books the students have read in their own language and find translations of the names so that the students can talk about them in English.

Page. 88

1 Writing a discussion essay

1. believe 2. In my opinion 3. Furthermore
4. disadvantages 5. however 6. for instance
7. Even though 8. unlikely

Page. 89

2. A narrow escape

1. normal day 2. early 3. after 4. suddenly 5. later
6. When 7. when 8. now

Page. 90

Tips for teaching Section R4 Students often find gap-fill questions quite difficult. They don't survey enough of the text to help them and they look in panic at the gap itself and the words either side of it. Before getting them to do this gap-fill practice, find out if they know the story of Rapunzel and re-tell it, so that when they come to the exercise they aren't afraid of not understanding it. If you re-tell it using some of the gapped words, eg "Rapunzel, Rapunzel, let **down** your hair!" or "and then they embraced **each** other" without highlighting the fact that you've given the gap away, the memory of the word will help.

The same technique could be used with James Bond in the next exercise. Elicit from the class, before they do the exercise, if they know anything about James Bond and the person who wrote the books. Tell them a little about him to give them confidence while they're reading the sentences.

Rapunzel:

1. of 2. nor 3. down 4. so 5. to
6. was 7. fell 8. out 9. was 10. each

Page. 91

Section R4: James Bond

1. in 2. the 3. spite 4. had 5. make 6. at
7. which 8. was 9. Due to 10. of

Reflexive Pronouns

1. prides 2. teach 3. blame 4. cut herself 5. help yourself 6. pinch

Page. 92 Section R5

- Complete sentences:** 1. electricity 2. unacceptable 3. invention 4. entertaining 5. unemployment 6. developed 7. pollution 8. innovative 9. illegal 10. obedient

accept v	polluter n
unacceptable a	pollutant n
acceptance n	pollute v
electrify v	polluted a
electric a	innovative a
electrical a	innovation n
electricity n	innovator n
pollution n	innovate v

invent v	employer n
invention n	employee n
inventor n	employ v
inventive a	employment n
entertaining a	unemployed a
entertainment n	obedient a
entertainer n	obedience n
entertain v	obey v

Page. 93 Section W3

Reword the sentences

1. John wishes **he were taller and more muscular.**
2. You shouldn't **have copied that DVD.**
3. I'd rather **not play tennis.**
4. Michael told **the taxi driver not to drive so fast.**
5. Sue asked **Jill to keep an eye on the children.**

UNIT 9: NINE TO FIVE

Page. 96 Vocabulary

1. Jobs - suffixes

1. ant 2. er 3. ian 4. er 5. er
6. ist 7. er 8. ant 9. er 10. ist
11. ist 12. ian 13. or 14. or

2. Pictures. 1. footballer 2. vet 3. hairdresser
4. scientist 5. mechanic 6. florist

Page. 97

3. Describing jobs

Some possible answers are:

- nurse, flight attendant, soldier
- doctor
- computer programmer, designer
- actor, artist, singer
- pilot, police officer
- kindergarten teacher, nurse, nanny
- salesperson, teacher, politician
- lawyer, politician, stockbroker
- architect, engineer, doctor
- nurse, police officer, factory worker

5. Complete the sentences

1. resigned 2. quit 3. sack 4. laid off 5. of work
6. on strike 7. promotion, pay rise

Note: another way to say 'pay rise' is 'raise' although it is more common in American English

Page. 98

1. Remind students that they are given these topics before the speaking test so they have time to prepare. They are not allowed to take notes into the test.

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

Page. 99

3. Presentations

Listen to the audio file and answer the questions. There is a transcript at the back of this teacher book.

The presentation / speaker...

- has rhetorical questions **yes**
- looks at both sides **no**
- uses repetition **yes**

- relates a personal story no uses quotes **no**
- uses humour **yes**
- has some facts and figures **yes**
- is passionate **yes**

Page. 100 Test Practice Section W3

- Donna had **her antique watch repaired**.
- Not only does she **play the piano, but she also sings like an angel**.
- Would you mind **opening the window a little?**
- Because **the weather was terrible, they stayed inside**.
- If he hadn't **been caught cheating in the exam, he wouldn't have been expelled from school**.

Page. 101 Grammar

3. Corrections

- The unemployment rate is **rising**. The main reason for this is that the **economy** is bad. **Hopefully**, the situation will **improve** next year.
(Note: the difference between the verbs 'raise' and 'rise' is that 'raise' requires an object to do the motion, *She raised her hand. The government will raise taxes*. In contrast, 'rise' doesn't have an object doing the action, *Taxes are expected to rise by 5%. The sun rises in the east*.)
- I've been to about seven job interviews. Unfortunately, I only got one of them. (**Because**)The job market is very **competitive** so it's hard to find **work / a job** these days. ('Because' needs to be deleted because the sentence has 'so'; alternatively, 'so' could be deleted instead of 'because'.)
- My computer skills are rather limited. I should do a course **in** computing.
- I believe that it is okay to **surf the Internet** and write personal e-mails during work hours **as long as** you have finished everything you need to do.
- When I was a young kid, I **wanted** to be a policeman.
- I would rather have a **satisfying** job with a low salary than a boring **well** paid job.
- My ideas about choosing a career **are** very different from my **parents'**.
- They want me to work for the government, but I want to do something more **interesting**.

9. I sometimes need to speak English **at** work. For example, I sometimes need to contact foreign suppliers. Note not 'with employers', with is only used with 'contact' when 'contact' is a noun, eg *lose contact with, have contact with*.

10. How **many** times have you **worked** overtime this month?

11. I hope he gets the promotion. He **certainly** deserves it.

Page. 102 Section L2 Business News

1. Vocabulary

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

2. falls = plunge, decrease, decline, cut, drop

rises = raise, increase, climb, grow

3. a small change = slight, steady, gradual

a large change = dramatic, sharp, steep, rapid

Page. 103 Grammar

Listen to three business news stories (audio file part 1).

Transcripts are at the back of this teacher book.

Story 1. Headline F

Story 2. Headline C

Story 3. Headline B

Listen to three more business news stories (audio file part 2).

Transcripts are at the back of this teacher book.

True or False?

Story Four: 1. False 2. True

Story Five: 3. False 4. True

Story Six: 5. True 6. False

UNIT 10: LIFE IN THE FAST LANE

Page. 106 Vocabulary

1. Pictures

1. the underground
2. bicycle lane
3. tram
4. parking meter
5. ferry
6. speed bump

2. Questions for dictation

1. What do you like and dislike about your hometown?
2. What are some famous landmarks in your country?
3. How is the public transport in your hometown?
4. If you were the mayor, how would you improve your hometown?
5. What are some popular tourist spots in and near your hometown?

Page. 107

1. Questions

1. High Street
2. From Queen Victoria's husband, Prince Albert
3. A street is wider and only found in urban areas. A road is bigger (wider).

2. Addresses.

Listen to the following addresses on the audio file and get the students to write down.

1. 13 Bridge Lane
2. 102 London Road
3. 30A Church Street
4. 247 Station Road
5. 22B Park Lane
6. 119 Manchester Street
7. 420 Queen Street
8. 77 Victoria Street
9. 28 Albert Road
10. 186 Castle Street

2. Extension: What are some street names in the students' own home town? What are the origins of these names?

Page. 108 Section L3

Listen to four people talking in different situations and choose the correct answers. transcripts at the back of this teacher book.

Speaker one

1. C - a lap top
2. A - it gets too hot

Speaker two

3. C - in a hotel gift shop
4. B - improving his language skills

Speaker three

5. A - Chocolate
6. C - higher ingredients costs

Speaker 4

7. B - a department store
8. C - over attentive

Page. 109 Section R2

2. Read the news stories and complete the grid

1F; 2D; 3A; 4B; 5A; 6E; 7D

Page. 110

1. Pictures show:

- 1 - Ban chewing gum (11)
- 2 - Encourage buskers (7)
- 3 - Build a sports stadium (4)
- 4 - Remove homeless people (2)
- 5 - Increase the frequency of rubbish collection (12)
- 6 - Plant more flowers (3)

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3.)

1C 2D 3I 4B 5H 6F 7G 8J 9A 10E

Test Practice Section R3

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

Page. 113

A view from a window

1. second-floor
2. three-storey
3. early
4. while
5. clothes
6. hot
7. bright
8. spicy
9. lively

This page can be photocopied and issued to students.

Note: answers are shown at the bottom so you may wish to cover these before photocopying.

Describe your hometown during a national festival/holiday.

Fill in the gaps using the words below

I live in a small (1) town called Bridgetown. It's a nice place that is a very popular summer destination, but my favourite time of the year is Christmas. Follow me on a tour through Bridgetown on Christmas Eve.

Starting at my house at 7:00pm, we walk out of the front door and see a (2) street with old (3) Victorian houses. The winters are usually quite mild, but it snowed (4) yesterday and there is still snow lying on the ground. A couple of young boys are building a snowman in their front garden.

After a (5) walk, we come to the local shops. Although most of them are closed, the main street has a nice (6) atmosphere. It's lined with coloured lights, and the shop windows are full of decorations. There's also a huge Christmas tree next to the town clock.

At the end of the street is Bridgetown's oldest and largest building, St. Martin's Church. It's a 400-year-old stone church with nice (7) windows. I can hear the people inside singing Christmas songs. Stepping inside, I see that it is a candle lit service; all the churchgoers are holding a candle while they sing 'Silent Night.'

To sum up, my hometown of Bridgetown is especially nice at Christmas. If you want a taste of a traditional holiday in an old-fashioned place, why not visit Bridgetown on Christmas Eve?

Missing words

five-minute festive seaside heavily stained narrow two-storey

Answers

1. seaside 2. narrow 3. two-storey 4. heavily 5. five-minute 6. festive. 7 stained-glass

TRANSCRIPTS

Note: In the test, the recordings are played twice.

UNIT 1 SMALL WORLD

Page 21 Listening Practice

2. London Attractions in Summer

Buckingham Palace: The Royal Family's London residence is open to the public in August and September while the Queen is on holiday in Scotland. The hours are 9:30am-4:30pm, Monday to Sunday. Ticket prices are 16 pounds 50 pence for adults, 9 pounds 50 pence for those under 17. Admission is free for children under five years of age. Visitors are strongly advised to book in advance. The number for booking is (0207766 7305).

The Tower of London: Built in the 11th century by William the First, the Tower of London has served many functions: it has been a fortress, a royal palace, a prison and a jewel house. In summer it is open daily, from 9am to 6pm, Monday to Saturday, and from 10am to 6pm on Sundays. An adult ticket is 14 pounds and 90 pence. The admission for children aged 5 to 16 is 9 pounds 15. You can get a small discount by booking online or by telephone. Call 0844 482 7199.

London Eye: This is a huge Ferris wheel that offers the best views of central London. It has been operating since the year 2000 and is now the most popular paid attraction in the United Kingdom. In summer it is open from 10am to 8pm. Standard tickets cost 17 pounds for adults. Children from 4-15 pay 8 pounds 50. The London Eye was the tallest Ferris wheel from its completion in late 1999 until May, 2006.

For more information on London's attractions go to the official London tourism website, www.visitlondon.com or call 08701 566 396.

Page 22. Listening Section L1 2. York Bed & Breakfast

Intro: Listen and fill in the gaps.

B&B: Hello, York Bed and Breakfast. Kathy speaking. How can I help you?

American Michael: Oh hi. I'm calling to book a room for one night, if that's possible.

B&B: What date did you have in mind?

AM: Thursday next week.

B&B: That's, er, Thursday 16th September. Yes, that should be fine. Is it just for you or do you want a family room?

AM: No, it's just for me. A single room would be fine. I'm from the USA and I'm travelling around the UK on my own. I'd like to have a room with a view of the river, though.

B&B: OK well, we do have a single room available and I can give you one with a nice view of the river. Where are you from in America?

AM: I'm from Monterey, in California.

B&B: Oh really? I know someone in Monterey. She's a writer. Her name is Jane Willoughby.

AM: Jane Willoughby lives next door to me! And she's a writer! I bet she's the same person! Wow! What a small world!

B&B: Gosh yes. What a small world. It'll be lovely to meet you. Can I take *your* name please?

AM: Yes, sure. It's Michael. Michael Green. Like the colour green.

B&B: Thank you Michael. And, can I have a phone number I can contact you on please?

AM: Sure. One minute. Here it is: 07787 453 655

B&B: That's a mobile number?

AM: Yeah

B&B: OK great. Have you got an email address I can have, as well?

AM: Sure. It's m_green1564 at gmail.com that's m underscore green 1564

B&B: Thank you. Now, what time do you think you'll be arriving? The room will be ready from 2pm.

AM: I'll be there about 4.30 if that's OK.

B&B: That's fine. Do you have any special requirements?

AM: Yeah – I should have said – I'm allergic to feathers, so I can't have pillows with feathers in them and I'm vegetarian, so I'd like a vegetarian breakfast.

B&B: That's fine, no problem at all. We'll make sure you get the hypoallergenic pillows and the vegetarian breakfast.

You're having breakfast so it'll be £70 breakfast included.

AM: OK.

B&B: Great, I'm really looking forward to meeting you then, Michael. Bye now.

AM: Goodbye. Have a nice day.

UNIT 3 SETTING THE PACE

Page 39

3. Sports News

Turning to tennis news from Wimbledon, Rafael Nadal has beaten Andy Murray in the quarter final. He defeated Murray in straight sets: 6-5, 6-3, 6-4. Nadal will meet American Andy Roddick in the semi-final.

Manchester United lost 2-1 at home to Chelsea. The half-time score was tied at one all. Chelsea midfielder Michael Woods scored ten minutes into the second half. This loss means Manchester United fall five points behind Chelsea at the top of the premiership table.

Page. 42

1. Smooth Rentals

Intro: Listen and fill in the gaps.

SRR: Smooth Ride Rentals. How can I help you?

Mr J: I'm looking to hire a car for the Friday after next... just for the day.

SRR: Let me check.

Mr J: er, the 17th March, that is.

SRR: Yep. Got it. What kind of car did you have in mind? We've got a Vauxhall Astra free, Volkswagen golf, Ford Focus, what do you want?

Mr J: I'd like a Ford Festiva if that's possible.

SRR: A good choice. We have several available. Including insurance, a Festiva is £45 a day.

Mr J: 45? That's good.

SRR: Do you have any preference for colour? We've actually got grey, red and blue in at the moment.

MrJ: um, not really, I'll take a blue one.

SRR: Blue it is. I'll need to get some personal details if that's OK? Could we start with your name?

MrJ: OK. It's William Jackson. That's J -A -C -K -S -O -N.

SRR: William Jackson. All right, and contact number?

MrJ: Home or mobile?

SRR: Both if you don't mind.

MrJ: OK. My home number is 0178 973 4832 but we don't use that much. The better one for contacting me is my mobile and that's oh double seven four five, 658 922

SRR: 6-5-8 -9-2-2?

MrJ: Yup.

SRR: Do you have an email address I can have?

MrJ: Yes, wjackson@hotmail.com wjackson is all lower case, no space

SRR: Do you have any special requirements?

MrJ: Yes. I'll need a baby seat as I won't be able to bring one. Have you got one?

SRR: Yes, we have. That'll be an extra £15 for a baby seat.

MrJ: OK. Great. I'd like to pick the car up about 9 in the morning.

SRR: That's fine. We're open at 7. You'll need to drop it back here by 10.30 pm. Any later and we'll have to charge you for another day.

MrJ: That'll be fine. I won't be later than 10.30.

SRR: And how will you be paying for it, sir?

MrJ: With a credit card. You do take visa, don't you?

SRR: Yes, we do. OK, that's all booked in. See you on the 17th. Goodbye.

MrJ: Thanks. Bye then.

TRANSCRIPTS

UNIT 4 AN APPLE A DAY

Page 48

Restaurants

- A:** Well, I think the most important factor is delicious food.
- B:** Yes, absolutely. If the food is delicious, people will come back. And they'll also tell friends about the place.
- A:** That's right. Which one do you think is the second most important?
- B:** Low prices. People are always looking for good value for money.
- A:** Yes, but low prices and good value for money aren't exactly the same.
- B:** I know but I still think having low prices is important.
- A:** I suppose you're right. Okay, I think the third most important thing is good service, having friendly waiters and waitresses.
- B:** Absolutely! I never return to restaurants that have rude staff.
- A:** What's the next most important factor?
- B:** I think a good location is vital for success.
- A:** Yes, that's right. For example, it's good to be near public transport – customers don't need to worry about parking, or drinking and driving.
- B:** And for the fifth one I would choose comfortable and spacious seating.
- A:** Sure, it's an important factor in terms of enjoying your meal but does it help make a restaurant more successful? The problem is that customers will sit in your restaurant too long. So, you'll get fewer customers.
- B:** Okay, I see what you mean. I hadn't thought about that. So, what would you rank fifth?
- A:** A wide variety of dishes.
- B:** Really? Personally, I think it's better to have a smaller menu. Just do a few main dishes but do them well.
- B:** But customers will get bored with the menu if it's too limited.
- A:** All right, let's put that as the fifth, and then your one about seating as the sixth.
- B:** So what's next? Experienced chefs?
- A:** That sounds good to me. Now, let's start at the other end; what is the least important?
- B:** Pleasant music. People don't go to a restaurant to listen to music
- A:** I agree. That leaves nice décor and clean toilets
- B:** I think décor is more important than clean toilets.
- A:** Yes, I think so.

UNIT 5 LEAVE ONLY FOOTPRINTS

Page 63

Weather Forecasts

True or False

Overnight temperatures will drop to a low of minus five degrees. The morning will see wintry conditions across the country. There will be heavy rain in the morning but the weather will clear up in the afternoon.

The south, fine with a few cloudy periods. Drizzle in the west, showers in the east and south, with the possibility of thunderstorms in the afternoon. Temperatures will be unusually high, reaching a maximum of 28 degrees Celsius.

We're starting the day with some fog, but that will burn off by late morning. Expect a sunny afternoon with a high of 22 degrees. Tomorrow will be cloudy, with a high of about 19 degrees.

UNIT 6 LEARNING CURVE

Page 69

Speaker 1. You will hear a man talking about a problem with his computer.

Well, talk about learning things the hard way. From now on I'm going to be more careful about regularly saving my work. Last month I was working on my thesis for my master's degree. I was writing up all my notes and interviews on my computer. Then, one morning while I was checking my e-mails, I opened an e-mail attachment without checking who had sent it and what it was. It was some advertising and I deleted it. Anyway, it worked its way into my system and wiped out my hard drive. I lost about two weeks' worth of writing. I know, I know, I should have had a back-up copy of my work, but I didn't. I had to rewrite everything. Funny thing is I did a better job the second time. I certainly don't recommend it though.

Speaker 2. You will hear a woman talking about an interview.

As I was expecting, I got the usual "strengths and weaknesses" question. Always a bit of a dilemma – if you say "no weaknesses" it sounds a bit arrogant. I could have said I worried too much, was too dedicated, overwork myself – but went with the truth, that I dislike group work and taking part in group discussions. I was less truthful when they asked about how I was going to fund my studies. I've noticed a certain negative reaction when I talk about the old folks' being well off – which seems a bit unfair, doesn't it? – so rather than sounding like a spoiled rich girl I lied and said that I had worked hard and saved up the money. They seemed impressed with my answers and I'm pretty sure they'll give me a place on the course.

Speaker 3. You will hear a man talking about an evening class he is taking.

It's a class at my local community centre, held every Tuesday morning. Being a day-time course it's mostly oldies – the average age is probably 65 – but at least that means it's a friendly atmosphere and the instructor goes at a slow pace. Our first instructor was a bit impatient and moody – but he left after having a stroke. The replacement guy is great. He's patient and very relaxed, and he's good at explaining things. For someone lousy at technology and arty things that's a big plus. It's a beginner class, specially designed for dinosaurs like myself finally making the leap from film to digital. You don't even need to bring anything. They can lend you all the gear. At the moment we're doing close-ups – flowers, insects, that kind of thing.

UNIT 7 LAW AND ORDER

Page 78

Crime News

Intro: Listen to three crime stories being read out as

news. All the stories are strange but true. However, for each story one statement below is true, one is false and one is neither true nor false because you haven't been given the information to decide. Decide which statement is which.

Newsreader 1

A burglar has been apprehended after being caught out by his sense of humour. He was still in the house when the owners arrived home. When the husband told his wife a joke, the burglar heard and laughed. The husband chased him and he tried to escape by jumping out of a window but he sprained his ankle and was easily detained.

Newsreader 2

A suspect has been arrested after turning up for interview at a new job. The former bank employee was about to be arrested for stealing thousands of dollars from his bank when he left his job and disappeared. A few months later, he applied for a new job with the police in his new town and gave his real name. The police recognised the name and decided the easiest way to pick him up was to offer him an interview. He turned up in his best suit and was arrested on the spot.

Newsreader 3

An intruder has been arrested after being found asleep in a Lancashire couple's bed. Returning home from holiday to find him snoring, they were amazed to discover the uninvited visitor had also done their dishes and washed some clothes. The couple said their house hadn't been very tidy when they went away and it seems the burglar had decided it needed a tidy up.

UNIT 9 FROM NINE TO FIVE

Page 99

Academic degrees are too common. It's better to do vocational training.

(Note. First paragraph is written in the student book)

The main reason vocational training is better than doing an academic degree is that it is easier to find work when you graduate. If you study dentistry, you have a 99% chance of finding a job. Plumbers and electricians also have very high rates of employment.

Another important advantage is that you can earn money while you learn. For example, a mechanic might work in a garage as an apprentice, learning on the job, and getting paid at the same time. And these jobs pay well; a mechanic earns more than a teacher, a builder earns more than a journalist.

Vocational jobs also give people the chance to be self-employed. This gives a person freedom and also the chance to earn a lot of money in contrast, employment opportunities are worse for graduates with academic degrees. After getting your B.A. in ancient history, what can you do? Mmm, very little. So, you go back to university and do an M.A.

The problem is that so many other people have one. Perhaps you could teach, no, you need a Ph.D. Okay, you study for four more years. You now have a Ph.D. As it's not a practical subject, you hope to get a teaching position at a university; you can perhaps tutor some master's students who can't find work with a B.A.

Well, there's a long queue; you need to wait for a few professors to retire or die off. In the meantime, you find another job at the university—unfortunately, it's as a toilet cleaner.

In developed countries more than 40% of young people complete university courses. The fact is that not everyone is smart enough to go to university. I believe that they should be for the very best students. In my opinion the top 20% should go.

And it's not just being smart. You also need a strong interest – today many students just go because of pressure from parents or because society expects it. Because universities are accepting so many unsuitable students, they have “dumbed down,” that is they have made their courses easier. The result is that employers are no longer impressed by a university degree. Academic degrees are no longer seen as reliable proof that a person is intelligent and well educated.

To sum up, academic degrees are only really suitable for a small minority. For most people it makes more sense to study something practical; this will ensure that you can get a good job.

Page 103**L2 Business News**

(Match the news story to the headlines)

News story 1.

US car maker Ford has reported its largest ever full-year loss. A Ford spokesman said it had lost \$5.9 billion in the fourth quarter and \$14.6 billion for the whole year. Ford is to announce layoffs in the coming weeks.

News story 2.

Exports from Scotland last month were 5% higher than for the same month last year. Economists say this is due to the weakness of the British pound. In the past ten months the pound has lost approximately 8% of its value against its major trading partners.

News story 3.

Spain's economy is in recession for the first time in 17 years, according to figures released by the Spanish central bank. The economy has experienced two successive quarters of negative growth. The Bank of Spain said that an economic recovery is unlikely in the next 18 months; it estimates the gross domestic product will shrink by 1.6% next year.

Three additional news stories

(Answer True or False)

News story 1.

The US sandwich chain Subway has announced plans to open 600 new stores in the UK and Ireland over the next two years. Starting with just 25 stores in 2000, the number has grown rapidly over the past decade. There are currently more than 1400 stores in the UK and Ireland.

News story 2.

Music and DVD retailer Music Box is to close 10 stores in England: five will close immediately and a further five by the end of the year. The company estimates these closures will lead to the loss of 190 jobs.

News story 3

The ECB (the European Central Bank) has cut interest rates by half a percentage point to 2%. This is the fourth time it has cut interest rates since December. However, the new interest rate of 2 percent is still higher than the current UK rate of 1.5%, and another cut is expected in March.

UNIT 10 LIFE IN THE FAST LANE

Page 108

Different Situations L3

You are going to hear people talking in four different situations. For questions 1 to ten, choose the correct answer, A, B or C.

Speaker 1.

You will hear a woman talking about something she bought.

I've regretted buying lots of things but one purchase stands out. Last year my desktop had just died on me. I went to a local electronics store, a chain store. Twenty minutes later I was walking out the door with a brand new toy. I've always been an impulsive shopper. The sales assistant said it would be good to take with me when I was commuting or travelling. The reality has been quite different. I've only used it out of the house a few times. The supposed advantage – being smaller – is actually a disadvantage; the screen is a small and so is the keypad, so typing is a bit tricky. The main problem, though, is overheating. Even in winter, it can get really hot and it sometimes shuts down. I've bought a special fan to keep it cool, which works to some extent, but it's hardly ideal.

Speaker 2.

You will hear a man talking about his job in a shop.

I've had several retail jobs. The longest was at a gift shop. It was in a five-star place for business travellers and well-off tourists. I worked there for five years, two years part-time, and three years full-time. For the most part, I enjoyed it. My duties were light, the customers were nice and the pay was good. Because the shop rent was high, there was pressure to meet sales targets but this never seemed to be an issue. There were the usual downsides – long hours on your feet (which is unhealthy), some difficult customers, and boredom.

One thing that is different about working in that kind of location is, of course, all the foreign guests and customers; this was a positive, I got to practise my German and Spanish, and I found that people were friendly when speaking in a second language – smiling to make up for the communication gap.

Speaker 3.

You will hear a businesswoman talking about sales trends.

We have a lot to get through, so I'll keep things as brief as possible. First, sales for the past two quarters. If you turn to page two of the hand-out, you'll see a graph with sales figures. We've broken it down into three categories: white, milk, dark, and the dark we've divided into two sub-categories – under 69% cacao, and greater than 70% cacao. Overall, you can see a steady rise, with a few bursts for Valentine's and Easter. Sales were especially strong for our milk varieties. The dark varieties have been doing okay, too, in part to news stories about its health benefits. Still, it's too early to say whether the popularity is just a fad or not. Turning to profits, you can see the blue line closely following the sales line. We will probably see profits fall in the next quarter or two because of increases in sugar prices.

Speaker 4.

You will hear a man talking about shopping in Japan.

It was near our hotel in Tokyo so we popped in a few times. It was similar to ones here, the same sections and layout – supermarket and food court in the basement, more expensive restaurants on the top floor, but overall it was nicer, obviously more Japanese brands, and a few special Japanese products like kimonos. The level of service was very high. Professional and friendly, but perhaps a bit too much. You know, it made you feel uncomfortable. For example, there was a lift attendant – a woman greeting customers, bowing, announcing the floors, and pushing the buttons for them. It seemed odd and made me feel awkward. I used the escalators after that. So, did I buy anything? Yes, some gifts, a pair of sneakers for myself, and some snacks.



**Level 1 Listening
Advanced**

Paper Sample4



Key and Mark Scheme

Section L1 (10 marks)

1 marks for each correct gap filled. ½ marks possible for partially correct answers. Accept phonetic or recognizable misspelling for ½ marks.

1. umbrella and trainers
2. [very] wet/rainy (accept bad)
3. 150 euros
4. watching a film [in the cinema]/cinema
5. A74
6. [young] artists from Paris
7. a Spanish couple
8. culturestays
9. 0033 2794564
10. [my] passport

Section L2 (20 marks)

2 marks for each correct answer.

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

Section L3 (20 marks)

2 marks for each correct answer.

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

SAMPLE PAPER ANSWER KEY



Level 1 Reading & Writing Paper Sample4
Advanced



Key and Mark Scheme

Section W1 (25 marks)

Usual criteria apply. Half marks may be awarded in this section.

Content organisation	5 marks
Accuracy	5 marks
Range of vocabulary and structure	5 marks
Appropriacy of tone and register	5 marks
Task completion	5 marks

Section W2 (15 marks)

A single mark out of 15 is awarded for both parts of section W2. Give marks according to the following mark scheme.

Usual criteria apply. Half marks may be awarded in this section.

Content organisation/ Appropriacy	5 marks
Accuracy	5 marks
Task completion (including range of language)	5 marks

Section R1 (13 marks)

No half marks to be awarded in this section, unless specifically allocated to an answer.

Mark these questions using the marking criteria provided below.

1. Cia Mao was in her twenties on her first trip abroad. (2)
2. Australia and New Zealand are most popular. (2)
3. They are advised to check that their insurance company will cover their trip. (2)

2 marks	1 mark	0 marks
Question fully answered. Any spelling and grammar mistakes do not impede understanding. Only the information required by the question is given	Question partially answered and/or Spelling and grammar impede understanding but correct answer can still be deduced and/or Superfluous information is included in the answer arising from too much text being lifted from the original	The question is not answered or is answered incorrectly And/or Spelling and grammar make it impossible to deduce the answer



**Level 1 Listening
Advanced**

Paper Sample4



Key and Mark Scheme

Section L1 (10 marks)

1 marks for each correct gap filled. ½ marks possible for partially correct answers. Accept phonetic or recognizable misspelling for ½ marks.

1. umbrella and trainers
2. [very] wet/rainy (accept bad)
3. 150 euros
4. watching a film [in the cinema]/cinema
5. A74
6. [young] artists from Paris
7. a Spanish couple
8. culturestays
9. 0033 2794564
10. [my] passport

Section L2 (20 marks)

2 marks for each correct answer.

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

Section L3 (20 marks)

2 marks for each correct answer.

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

SAMPLE PAPER ANSWER KEY



Level 1 Reading & Writing Paper Sample4
Advanced



Key and Mark Scheme

Section W1 (25 marks)

Usual criteria apply. Half marks may be awarded in this section.

Content organisation	5 marks
Accuracy	5 marks
Range of vocabulary and structure	5 marks
Appropriacy of tone and register	5 marks
Task completion	5 marks

Section W2 (15 marks)

A single mark out of 15 is awarded for both parts of section W2. Give marks according to the following mark scheme.

Usual criteria apply. Half marks may be awarded in this section.

Content organisation/ Appropriacy	5 marks
Accuracy	5 marks
Task completion (including range of language)	5 marks

Section R1 (13 marks)

No half marks to be awarded in this section, unless specifically allocated to an answer.

Mark these questions using the marking criteria provided below.

1. Cia Mao was in her twenties on her first trip abroad. (2)
2. Australia and New Zealand are most popular. (2)
3. They are advised to check that their insurance company will cover their trip. (2)

2 marks	1 mark	0 marks
Question fully answered. Any spelling and grammar mistakes do not impede understanding. Only the information required by the question is given	Question partially answered and/or Spelling and grammar impede understanding but correct answer can still be deduced and/or Superfluous information is included in the answer arising from too much text being lifted from the original	The question is not answered or is answered incorrectly And/or Spelling and grammar make it impossible to deduce the answer



**Level 1 Reading & Writing Paper Sample4
Advanced**



Key and Mark Scheme

4. F (1)
5. T (1)

6. A (1)
7. C (1)
8. A (1)

For questions 9 – 10 ignore spelling mistakes arising from miscopying

9. stunning (½) opted (½)
10. well-off (½) anxious (½)

Section R2 (7 marks) 1 mark for each correct answer.

No half marks to be awarded in this section.

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

Section R3 (10 marks) 1 mark for each correct answer.

No half marks can be awarded.

1. B leaving
2. A is
3. C telling
4. B took
5. C had worked
6. C riding
7. D arrive
8. C would go
9. A read
10. D learning

SAMPLE PAPER ANSWER KEY



Level 1 Reading & Writing Paper Sample4
Advanced



Key and Mark Scheme

Section W3 (10 marks)

2 marks for each fully correct answer.

One mark for each correct part of the sentence, divided as shown below. Different contractions are acceptable (*e.g. we had / we'd*). Only accept wordings provided below.

Words in square brackets [] are optional. No half marks to be awarded.

	Prompt	1 mark	1 mark
1.	Never	[before] have	I heard/listened to such beautiful music./heard/listened to music this beautiful.
2.	Susan said that	she	was going to Africa next week/ the following week.
3.	A match	is being	organised by the football club manager.
4.	I wish	she had she hadn't	been at the meeting./gone to the meeting. missed the meeting.
5.	John	can't have	seen Mary in town. [She's in France.]

Section R4 (10 marks)

1 mark for each fully correct answer. No half marks can be awarded in this section. Ignore capital letters.

1. for
2. since
3. hardly /not/barely
4. so
5. spite
6. order (Do NOT accept a place name.)
7. making
8. had
9. if/provided (accept when)
10. rather (accept happily)



**Level 1 Reading & Writing Paper Sample4
Advanced**



Key and Mark Scheme

Section R5 (10 marks)

Half marks may be awarded in this section. Mark these questions using the marking criteria provided below.

1 mark	½ mark	0 marks
The word is the correct part of speech with the correct spelling. Capital letters not necessary for full mark.	The word is the correct part of speech with phonetically recognisable spelling	The word is the incorrect part of speech and/or unrecognisable spelling

1. amazing
2. careless
3. reception/receptionist
4. freezer
5. unlikely
6. peacefully
7. uncomfortable
8. protective/overprotective
9. hopefully
10. length



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