



STEP TO

Teacher Book

FIRST STEP



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

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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Samples of each STEP TO books and audio can be found at:

www.aim-group.org.uk/step-to

GENERAL ADVICE

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

PLAYING GAMES

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

Timing

Games are really good for breaking up a class, especially halfway through, and for the last 5–10 minutes. It is important to keep them short and sweet. Leave the students wanting more. Don't keep playing a game so long that the fun and excitement of an activity drain away. And, as any performer knows, you should keep the best for last and always aim to finish on a high, with the students walking out of the classroom animated and happy.

Flashcards

A set of picture cards is an essential tool. Flashcards are great for teaching and revising vocabulary and for playing games. Because of the small number of words tested in First Step, using such a small set of flashcards can become a little dull. One solution is to use multiple flashcards for each vocabulary item. You can have various colours ("a blue car" and a "red car" etc.) and various numbers ("two cars" etc.). Another variation is the difficulty level of recognition. A "bad" or slightly odd drawing can add an element of guessing and fun.

Class seating

An important consideration for playing games is the seating. To play many of the more exciting games, the students need to be seated in a U-shape facing the board with plenty of space for them to run to the front. There shouldn't be any obstacles over which they could fall and hurt themselves.

Teacher participation

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

Language of instruction

For First Step you'll obviously need to use the students' native language to explain a game and for some of the scoring and maintaining order. That's okay but set some basic guidelines and stick to them. If games are to have any real learning value, then you need to insist on English being spoken.

Odd-numbered Classes

If you have a class with, let's say nine students, how do you divide it into two teams for games? You could consider choosing a stronger student to be paired against two weaker students, but this can either be embarrassing (if the two weaker students keep losing) or seem unfair (if the outnumbered student keeps losing). It's usually better to have one of the students in the smaller team play two numbers. So, team A has six students numbered 1 to 5, and for team B the last student covers both numbers 4 and 5.

Popular Games

Simon Says

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

Bingo

Give students bingo grids (5 x 4 squares), either empty or pre-filled with numbers or words. The winner is the first student to cross out all the squares or alternatively, the first to cross out a row of squares.

Snakes and Ladders

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

Ask Team 1 a question. A correct answer means they throw a large dice and move the number of spaces on the grid. You can just mark their progress with a marker pen (e.g. A, B, or C), or use a magnet. If a team answers incorrectly, give the question to the next team. Experiment with having individuals or the whole team answering the questions. It often works best if they all contribute one word.

Touching and Circling Games are useful for reviewing vocabulary.

Touching Games

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

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

Circling Games

Write various words on the board. You call out a word and students have to circle it with a marker (or simply have the students touch the correct word). Either have a pair of students race to the chalk rail to pick up a marker, or for a little less chaos call out a pair and have them come to the board first. This game is good for practising reading/listening comprehension of words that look and sound similar.

Spelling Games

Spelling is an important part of Anglia exams though not so much at First Step level. However, it’s worthwhile playing a few simple spelling games for variety. Some spelling games include:

GENERAL ADVICE

Spelling Races

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

A variation is to write a scrambled word on the board and get them to write the unscrambled version. For example, write 'lleyow' on the board, call out a pair, and they run and write 'yellow'. It's usually best to let teammates call out the unscrambled word because it speeds up the game and means greater team involvement.

To keep the students interested, it's important that everyone can see the words being written. To do this, insist on the students writing the words above them or to the side. Otherwise, the class will simply be looking at the backs of the two students.

Spelling Chain

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

Once students are familiar with the game you should mix things up; alter the order in which students answer and put time limits on answering. The reason such a seemingly boring activity as spelling should work so well is that the game has several important elements: competition between teams, suspense, and teamwork (every student is forced to pay attention otherwise they will hurt

their team and get blamed by their classmates). The only thing to watch out for is the weaker spellers continually making their teams lose; try and give the weak students a hand by arranging the order so they have an easy letter to say.

Hangman

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

Pages 8 - 9: The Alphabet

Some children will be very familiar with the alphabet when they come to the book, others, especially if their mother-tongue uses a different orthography, will be learning it as they learn English. Some exercises to help them practise the letters and recognise them in both their upper case (big) and lower case (small) forms have been put in the introduction to help with this.

UNIT 1: FAMILY

Page. 12: What's your name?

Teach the patterns: What's your name? My name is

After some practice, you can get the students to role play meeting and introducing themselves. For this, teach this pattern:

A: My name is _____. What's your name?

B: My name is _____.

Note: If students are using special English names rather than their original names for English class, then spend some time in classes making sure students know their classmates' English names.

Page. 13: How old are you?

Teach the numbers (and others needed for the ages of students).

Teach the patterns: How old are you? I'm _____.

Explain (and teach both): I'm = I am

Teach: Happy Birthday!

Depending on the children's familiarity with it, you may consider singing the Birthday Song.

*Happy birthday to you,
Happy birthday to you,
Happy birthday, dear name,
Happy birthday to you.*

Page. 14 - 15: Family vocabulary

Teach the family vocabulary. Teach the greetings and partings.

Note that the vocabulary words under the pictures have the article 'a' or 'an' throughout the book, just as they do in the exam. When introducing the student to this vocabulary, be sure not to emphasise the article but just use the weak form, a schwa /ə/. It is not important for the children to even notice the /ə/ at this stage. They should concentrate on the vocabulary. However, if the article is there, naturally, it will not be an issue when they have to deal with it later on.

Page. 15

Word Worm

fghwomanaieboywotfatheregemanuimotherac
girlfgbrotherpqsister

Hello

Teach the greetings and partings, then role play them.

If the class is a strong one, you can incorporate previous patterns to make a long dialogue.

A: Hello

B: Hello

A: My name is. What's your name?

B: My name is.

A: Good-bye.

B: Good-bye.

To practise "Thank you" you can hand objects around the class in a circle chain. Hand someone an object and say, "Happy birthday." The recipient says "Thank you," then turns and hands it to the next person with a "Happy birthday." You can also use, "Happy birthday, name."

Page. 16: Alphabet

Teach/review the alphabet as much as is needed. If your class like songs, you can sing the Alphabet Song.

Be sure to point out that "a" can be written in two ways. 'Z' is pronounced 'zed' in British English and 'zee' in American English.

The pictures are of an aeroplane and a teddy bear.

Page. 17: Actions

Teach the actions.

The action for the picture is underneath each picture.

Page. 20: School

Teach the words.

13,1,14: man
 19, 9, 19, 20, 5, 18 : sister
 2, 15, 15, 11: book
 19, 3, 8, 15, 15, 12: school
 16, 5, 14: pen
 2, 15, 25: boy
 20, 5, 1, 3, 8, 5, 18: teacher
 2, 1, 7 : bag

Page. 21

Section A: What is it?

Pictures clockwise from top left: a book, a bag, a pen, a teacher, a boy, a computer

Match the words by drawing a line

A2 (example); B3; C1; D5; E4; F6

Page. 22: Spelling

Match the letter and make words

wom/an g/irl sch/ool fa/ther

ba/g pe/n boo/k teach/er

ma/n moth/er si/ster bo/y

Possible follow-up exercises include having students reassemble cut-up words or having them write the first letter on incomplete words you've written on the board.

Page. 23: Spelling game

See the Spelling Games section at the front of this book. For information, the superheroes the people are dressed up as are: clockwise from top-left: Thor, Batman, The Incredible Hulk, Superman, Robin, Batman, Captain America

Page. 24: Actions

Touch or Don't Touch

Circle the instructions. Images from from left to right: Touch; Don't touch; Don't touch; Touch.

Page. 25: Spelling

Students decode the numbers to get the words for the pictures. There's no need to teach the numbers themselves.

UNIT 3: NUMBERS AND COLOURS

Page. 28: Numbers and colours

Teach the numbers and colours. By the end of the book, students should ideally be able to spell some colours and numbers but this is not actually needed for the First Step test.

The coloured squares from left to right: red, brown, white, orange, green, black, blue, yellow

Page. 29

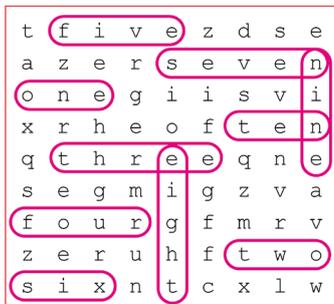
Students match the colours and numbers.

Page. 30: L2 Practice

'Tennis' is a First Step word. Take the opportunity to introduce it with these ball pictures.

Page. 31

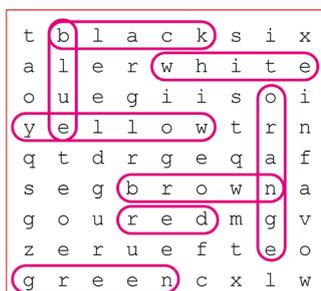
Find the numbers.



IS, AM, ARE

Write the word: 1. am 2. are 3. is 4. is 5. am 6. are 7. is

Page. 32: Find the colours



Write the colours.

The vertical word is: colour

Page. 33

Students colour the right number of circles. Any colour(s) can be used.

b l a c k
o r a n g e
y e l l o w
b r o w n
b l u e
r e d

Page. 36: Transport**Say the words**

Teach the transport words: car, bike, bus, train

Good practice for this section is getting students to draw objects (either on paper or the whiteboard) and then get them to colour the object (using sentences like the test section, “The book is yellow.” etc.)

One Car, Two Cars

1. cars, 2. book, 3. pens, 4. bike, 5. trains

Page. 37**Section A: What is it?**

Draw the line to match the word with the image.

Left to right

train; bike; school; woman; car; bus

Page. 38: Colours**Colours**

The bus is: blue / orange / yellow

The bicycle is: green / red / red

The car is: white / black / red / green

Students can draw cars in the two spaces at the bottom of the page.

Page. 39: Section L2

A transcript can be found near the back of this book

- A. three yellow cars,
- B. five blue pens,
- C. three bags,
- D. four boys,
- E. six brown books,
- F. two red computers

For these listening sections you can pre-/post-teach the vocabulary items. Go through words in each row. Students repeat after you, “three yellow

cars, two blue cars etc.” You can then go through the items again eliciting the phrases from the students. Finally, have the students listen and point to the items you say – when you do this use all the rows, not just one of the four items in a single row.

Page. 40: Section G Practice - Yes or No?

- 1. Yes, 2. No, 3. No, 4. Yes, 5. No, 6. No, 7. Yes, 8. Yes

Page. 41: Section E

Students colour the right number of circles. Any colour(s) can be used.

UNIT 5: MY HOUSE

Page. 44

A good follow-up to teaching the vocabulary is having students draw and label a picture of a house and a garden. As well as vocabulary items – house, garden, tree, flowers, door, window, chair, table, and television – words from earlier units such as bicycle, boy, girl, man, etc. can be added to the picture.

There are two ways to get the students to draw such a picture. You can either give them a free hand to draw what they want, or you can dictate the items, (draw a tree, draw three flowers etc.).

Page. 45: Section B

What is it? Say the words.

1. It is a car.
2. It is a bike.
3. It is a television.
4. It is a train.
5. It is a chair.

Write the words: clockwise from top-right: chair (though this is difficult to see), pen, phone, table, computer, book

Page. 46 Section G

Look at the picture and write Yes or No.

- 1 Yes; 2 No; 3 Yes; 4 No; 5 Yes

Follow-up practice: A good follow-up for these sections is to play a memory game/test. Have students close their books and say statements to them to which they answer 'yes' or 'no'.

Write the words: From left to right: garden; house; father; girl; mother; baby; car

Page. 47

I Like flowers

Pictures left to right: two yellow flowers, six white flowers, seven red flowers, an orange flower, a yellow flower

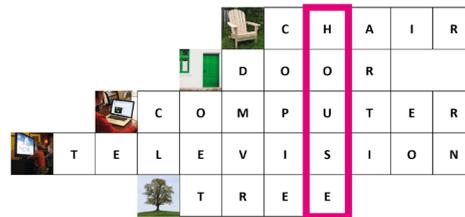
Yes/No Questions

Explain 'isn't' = 'is not' to the students.

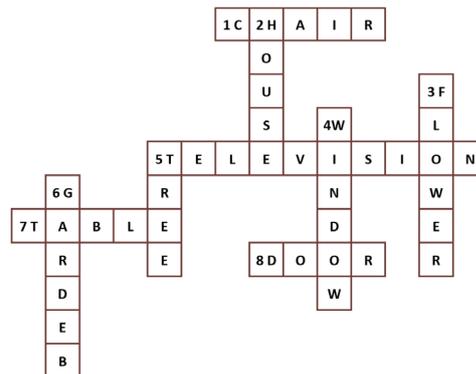
1. No, it isn't. (It's white.)
2. Yes, it is.
3. Yes, it is.
4. No, it isn't. (It's a house.)
5. No, it isn't. (It's yellow.)

Page. 48

Word Puzzle: The vertical word is 'house'.



Crossword



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

Page. 49: Section 1

Listen to the words and tick the box
A transcript can be found near the back of this book.

- A. a girl, B. a car, C. blue, D. a tree, E. a pen, F. ten

For these listening sections you can pre-/post-teach the vocabulary items. Go through words in each row. Students repeat after you, "woman, girl, boy..." You can then go through the items again eliciting the words from the students. Finally, have the students listen and point to the items you say – when you do this use items from all the rows, not just a single row.

Page. 52

Animals

Teach the animal vocabulary. Students often have a good vocabulary of animals so feel free to elicit other animals that they know.

Section A

What is it - draw a line between the word and matching image

window, television, fish, flower, car, tree

Page. 53: Section B

What is it - say the words...

In the speaking test, students are shown pictures by an examiner who will point at a picture and ask, "What is it?"

Students can use either "It is..." or the more natural "It's..."

1. It's a cat. 2. It's a bus. 3. It's a fish.
4. It's a train. 5. It's a dog.

Page. 54: Section G

I like cats and dogs

Look at the pictures and write Yes or No.

1. Yes 2. No
3. Yes 4. Yes
5. No 6. No 7. No
8. Yes 9. No 10. Yes
11. No 12. Yes 13. No

Page. 55: Section L2

Listen and tick the correct box.

A transcript can be found near the back of this book.

- A. three orange bikes (example)
- B. two brown cats
- C. four boys
- D. three white flowers

- E. five yellow dogs
- F. one red table

Page. 56

Colour Puzzle: It is a fish.

Animals

zebra, bird / cat, pig / fish, dog

Page. 57: I like Bags

Circle the word

1. The **bag** is black.
2. There is a **green** bag. The cat is **yellow**.
3. There is a **dog**. The bag is **red**.
4. There are two yellow **bags**. There are two dogs. The **dogs** are white.
5. There are **three** girls. There are two **white** bags and a **blue** bag.
6. There are **three** bags. There is one orange **bag**. There is one grey bag. There is one **red** bag.

UNIT 9: MY HAPPY FACE

Page. 76: My happy face

Teach the body vocabulary: nose, face, mouth, eye, ears

Section F

Draw parts of the face on the monster

Page. 77

Section B

What is it - say the words ...

1. It is an eye. 2. It is a nose. 3. It is an ear. 4. It is a face. 5. It is a mouth.

My happy face

Get the students to draw their own faces (portraits) in the box, and fill in the form.

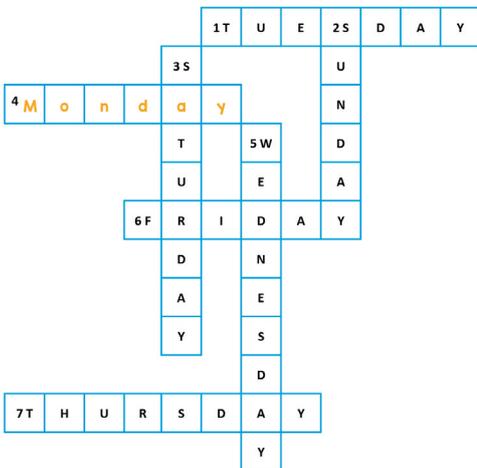
Page. 78

Section A

What is it - draw a line to match the word to the picture.

an egg; a garden; a ball
a cat; an ice cream; a man

Crossword: Days of the week



Page. 79 Section 1

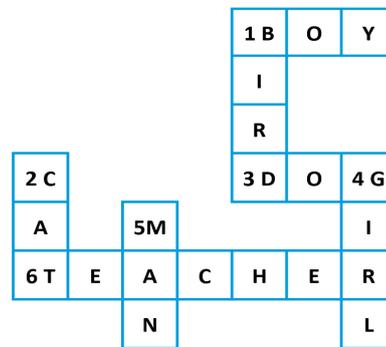
Listen to the words and tick the box.

A transcript can be found near the back of this book.

A. a woman B. chocolate C. a train D. three
E. a chair F. a cat

Page. 80

Crossword:



Section F

Draw on the little monster

For the monster picture allow a wide variety of possibilities. For example, the mouth could be above the eyes.

Page. 81

Days of the Week: Write the missing letters.

1. r i d a y
2. T u s d a y
3. F r i d a y
4. S a t u r d a y
5. s u n d a y

What is it?

The coloured shapes are: a tree, a house, a car, a bus

Pages 84 –87

A a

am, apple

B b

baby, ball, banana, bird, bag, boat, bike /bicycle
(Note: there are seven dashes which may confuse the students. They can write 'bike' or 'bicycle'), bus

C c

cake, cat, chocolate

D d

dog, door

E e

ears, egg, eyes

F f

fish, flower, four

G g

garden, green, girl

H h

house

I i

ice cream

M m

man, mother, mouth

O o

one, orange

P p

pen, pizza

R r

red

S s

school, seven, sister, six, sit, stand

T t

table, teacher, television, tennis, ten, train

U u

up

W w

woman, window

Y y

yellow

Z z

zebra

TRANSCRIPTS

UNIT 4: TRANSPORT

Page 39

Listen and tick the correct box. There is one example.

- A. three yellow cars (example)
- B. five blue pens
- C. three bags
- D. four boys
- E. six brown books
- F. two red computers

UNIT 5: MY HOUSE

Page. 49

Listen to the words. Tick the correct box. There is one example.

- A. a girl (example)
- B. a car
- C. blue
- D. a tree
- E. a pen
- F. ten

UNIT 6: ANIMALS

Page. 55

Listen and tick the correct box. There is one example.

- A. three orange bikes (example)
- B. two brown cats
- C. four boys
- D. three white flowers
- E. five brown dogs
- F. one red table

UNIT 7: DAYS OF THE WEEK

Page. 63

Listen to the words. Tick the box. There is one example.

- A. a man (example)
- B. green
- C. a bike
- D. a bag
- E. a table
- F. a flower

UNIT 8: FOOD

Page. 72

Listen and tick the correct box. There is one example.

- A. four blue cakes (example)
- B. one fish
- C. three red apples
- D. two bikes
- E. six yellow bananas
- F. five brown birds

UNIT 9: MY HAPPY FACE

Page. 79

Listen to the words. Tick the box. There is one example.

- A. a woman (example)
- B. chocolate
- C. a train
- D. three
- E. a chair
- F. a cat

ANGLIA EXAMINATIONS

First Step Listening Paper Sample4

Key and Mark Scheme

Section L1 (10 marks – 2 marks for each correct answer)

an eye (example)

a bird

a car

chocolate

a boy

a window

Section L2 (20 marks – 4 marks for each correct answer)

(e.g.) **four black pens**

six blue flowers

five orange balls

two green cakes

nine red ice creams

ten yellow apples

SAMPLE PAPER ANSWER KEY

ANGLIA EXAMINATIONS

First Step

Paper Sample4

Key and Mark Scheme

Section A (20 marks)

5 questions - 4 marks for each correct line drawn to DOG, APPLE, PEN, WINDOW, ICE CREAM.
HOUSE is an example.

Section B (20 marks - 4 marks for each correct answer)

- | | | |
|---|---|---|
| 1 | ✓ | |
| 2 | ✓ | |
| 3 | | X |
| 4 | ✓ | |
| 5 | | X |

Section C (10 marks – 2 marks for each correct answer)

- | | |
|---|---|
| 1 | r |
| 2 | n |
| 3 | u |
| 4 | d |
| 5 | h |

Section D (20 marks - 4 marks for each correct colour)

red ball (example)
yellow door
brown egg
green bus
blue bag
black book

Section E (10 marks – 2 marks for each correct number of balls coloured in)

five (example)
seven
ten
eight
nine
six

Section F (10 marks)

1 mark for attempting the question and 1 mark each for:

1 three	1 red	1 mouths
1 two	1 yellow	1 noses
1 one	1 green	1 eye

ANGLIA EXAMINATIONS

First Step

Paper Sample4

Key and Mark Scheme

Section G (10 marks)

2 marks for each correct answer

1. no
2. yes
3. no
4. no
5. yes

Anglia Examinations Sample Paper

SAMPLE PAPER ANSWER KEY

ANGLIA EXAMINATIONS

LISTENING SCRIPT (for recording artists)

Please record the following

NB DO NOT RECORD TEXT IN BRACKETS

This is Anglia Examinations, England

(pause)

Listening examination

(pause)

First Step Level, Paper Sample4

(pause 5 seconds)

Section L1. Listen to the words. Tick the box. There is one example.

(pause 3 seconds) an eye **(tone)**

(pause 3 seconds) a bird **(tone)**

(pause 3 seconds) a car **(tone)**

(pause 3 seconds) chocolate **(tone)**

(pause 3 seconds) a boy **(tone)**

(pause 3 seconds) a window **(tone)**

(pause 5 seconds)

Now listen to part one again **(pause and repeat above)**

Now listen to the second part of the test.

Section L2. Listen and tick the correct box. There is one example.

(pause 3 seconds) four black pens **(tone)**

(pause 3 seconds) six blue flowers **(tone)**

(pause 3 seconds) five orange balls **(tone)**

(pause 3 seconds) two green cakes **(tone)**

(pause 3 seconds) nine red ice creams **(tone)**

(pause 3 seconds) ten yellow apples **(tone)**

Now listen to part two again **(pause and repeat above)**

That is the end of the test.

Anglia Examinations Sample Paper



STEP TO books are specifically designed for students preparing for Anglia Examinations. The books have 10-12 units and include a QR code linking to audio files and a sample test. Each unit is topic based (covering high-frequency test topics and vocabulary) and has a fresh, attractive, and colourful design.

The books provide guided test practice for every test section. There are explanations and exercises for essential grammar patterns, collocations and vocabulary.

The **STEP TO** series consists of ten titles:

Step To First Step

Step To Junior

Step To Primary

Step To Preliminary

Step To Elementary

Step To Pre-Intermediate

Step To Intermediate

Step To Advanced

Step To AcCept Proficiency

Step To Masters

For teachers, the accompanying teachers' guides make things easy. Each book is a comprehensive one-stop solution for test preparation. In addition to instructions, the teachers' guide for each level has language and cultural explanations, test tips, and transcripts of all the recordings.