EWS-WS-ELO-FREE01 | Separate answer and model guide

Worksheet 1 - Answers

Children and older learners - clear, expressive speech

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Open tasks: models show one possible response. Accept other accurate, relevant answers.

Page 1: Prepare useful language

1. TEA-cher; com-PU-ter. Accept intelligible pronunciation across standard accent varieties.
2. Use a calm instruction for the full stop; the exclamation may support stronger urgency. Punctuation guides interpretation but does not dictate one fixed performance.
3. The intended vowel contrast should be distinguishable. Do not insist on imitating one national accent.
4. Before we begin, / please put your bags beside the door. The written comma and meaningful grouping help the listener.

Page 2: Practise with a partner

1. The poem presents a small everyday effort and steady progress. A calm pace and meaningful line-end pauses can support that interpretation.
2. For example, small and again highlight manageable effort and persistence. Other choices are valid when explained.
3. Pause at the punctuation: The road is long, / the steps are slow; / I try again with what I know. Avoid separating 'The road' from 'is long' without a clear expressive reason.
4. Accept a deliberate change in pace, volume, emphasis or pause placement that supports understanding.