

Success

at

LanguageCert

CERTIFICATE IN ESOL INTERNATIONAL

CEFR
B1

Achiever B1

Speaking & Listening

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GLOBAL ELT

LanguageCert Certificate in ESOL International Achiever B1

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| Contents | | |
|---------------|---|-------------|
| Unit 1 | Fashion - Key Words | Page 6 |
| | Words in Context & Reading Comprehension | Page 8 |
| | Vocabulary & Usage Exercises | Page 9 |
| | LanguageCert ESOL SELT Achiever B1 Practice Test 1 | Pages 10-13 |
| Unit 2 | Work & Jobs - Key Words | Page 14 |
| | Words in Context & Reading Comprehension | Page 16 |
| | Vocabulary & Usage Exercises | Page 17 |
| | LanguageCert ESOL SELT Achiever B1 Practice Test 2 | Pages 18-21 |
| Unit 3 | Tourism - Key Words | Page 22 |
| | Words in Context & Reading Comprehension | Page 24 |
| | Vocabulary & Usage Exercises | Page 25 |
| | LanguageCert ESOL SELT Achiever B1 Practice Test 3 | Pages 26-29 |
| Unit 4 | Shopping - Key Words | Page 30 |
| | Words in Context & Reading Comprehension | Page 32 |
| | Vocabulary & Usage Exercises | Page 33 |
| | LanguageCert ESOL SELT Achiever B1 Practice Test 4 | Pages 34-37 |
| Unit 5 | Travel, Health, City & Country - Key Words | Page 38 |
| | Words in Context & Reading Comprehension | Page 40 |
| | Vocabulary & Usage Exercises | Page 41 |
| | LanguageCert ESOL SELT Achiever B1 Practice Test 5 | Pages 42-45 |
| | LanguageCert ESOL SELT Achiever B1 Grammar Reference | Page 47 |
| | Irregular Verbs | Page 62 |

**Success at
LanguageCert
Achiever B1**

**Entry Level 3
International ESOL**

**SPEAKING & LISTENING
TESTS 1-5**



Unit 1

Fashion



influence (n)

An **influence** is the effect of someone or something on someone's behaviour.

*Teenagers often have a big **influence** on each other's choice of clothes.*



individual (adj)

If something is **individual**, it shows someone's character.

*Some people have a very **individual** style in clothes.*



earn (v)

If you **earn** money, you go to work and get paid.

*If you are a doctor or lawyer, you may **earn** a lot of money.*



realise (v)

If you **realise** sth, you understand it.

*Many people don't **realise** that a model's life is not easy.*



afford (v)

If you can **afford** sth, you are able to buy it.

Most young people can't afford expensive clothes.



forever (adv)

Something that lasts **forever**, never ends.

*Clothes don't last **forever**, so you always have to buy more.*



go with (phr.v)

Sth that looks good with sth else, **goes with** it.

*Pink clothes do not **go with** red clothes.*



advice (n)

If sb gives sb else **advice**, they tell them what they think to help them.

*Not many people follow their mother's **advice**.*



obviously (adv)

We use **obviously** to say that something is clearly true.

*As you get older, you **obviously** can't wear what you wore when you were a teenager.*

brand new (adj)

If sth is **brand new**, it has only just been bought.

*People usually prefer to wear **brand new** clothes rather than second-hand ones.*



copy (v)

If you **copy** sb, you do what they do.

*Teenagers often **copy** fashion styles of celebrities.*



sense (n)

A **sense** is a feeling or idea about sth.

*When you are older, you have a different fashion **sense** from younger people.*

Vocabulary Practice

Choose the word that best fills in the blank. All the words are from these two pages.

- Young people who work as waiters don't _____ a lot of money.
A. afford B. realise C. earn
- My sister Monica has a unique _____ of fashion. She always wears the best clothes.
A. sense B. advice C. influence
- My mother is usually _____ when she goes to work.
A. brand new B. well-dressed C. limited

Scan the QR Code with your mobile phone to listen to how the words are pronounced:



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Key Words


reasonable (adj)

If the price of sth is **reasonable**, you would expect to pay this price for it or a bit cheaper. *I paid £10 for two T-shirts which I think was very reasonable.*


designer (n)

Designer clothes are made by well-known designers, such as Gucci and Armani. *Few people have the money to pay for designer clothes.*


social media (plural n)

Websites that allow users to share information and chat to one another. *Young people use social media to communicate with friends and family.*


expensive (adj)

Something **expensive** costs a lot of money. *Fur coats are always very expensive to buy.*


stylish (adj)

Stylish describes sth or sb that is smart and looks good. *She always dresses well and looks very stylish in her jacket and trousers.*


natural (adj)

Sth that is **natural** has not been made by a person. *Some people find it better to wear clothes made from natural materials, like cotton and wool.*


article (n)

A short text in a magazine or newspaper, written about a particular subject. *It is a good idea to read articles on fashion if you're interested in what to wear.*


well-dressed (adj)

Well-dressed describes someone who is wearing smart, attractive clothes. *Teenagers aren't usually well-dressed; they like to wear jeans and T-shirts.*


film star (n)

A very famous actor or actress who works in films is known as a **film star**. *Brad Pitt is a very famous film star who has acted in many well-known films.*


style (n)

A **style** is a particular fashion. *In the 1960s, the dress style was very different from nowadays.*


especially (adv)

We use **especially** to say that sth is particularly true. *I love all clothes shops, especially the one near my school.*


exactly (adv)

Exactly is used to show that sth is no more or less than a number, a time, etc. *I paid exactly £25 for my blue jeans.*

4. I had to pay _____ £278 for this designer bag.
A. exactly B. obviously C. especially

5. Leonardo DiCaprio is a very famous _____; he even won an Oscar for one of his films.
A. article B. style C. film star

6. I love shopping online; I bought two pairs of trousers at a very _____ price.
A. expensive B. natural C. reasonable

Words in Context & Reading Comprehension

A Read the text on Fashion and then, for each question, choose the correct answer.

Fashion by Kim Brown

Fashions do not last **forever**. Well, I know that now but when I was a teenager, I just bought the latest fashions. However, I didn't **exactly copy** what my friends wore; I used to try to make small changes to my clothes in order to make what I wore more **individual** and create my own **style**. I would add a scarf, or a belt, to more basic clothes, like trousers or blouses, **especially** if the fashion was for dull colours, like browns, greys and blacks.

Obviously, at that age, I couldn't afford **designer** clothes. But even that didn't stop me from trying to look fashionable. Even later, when I was **earning** enough money and I wasn't worried about whether I could afford new clothes or not, I only bought clothes that were at a **reasonable** price. Clothes that are **brand new** and **stylish** can look good even if they are from a high-street store.

Nowadays, however, and because of the **influence of social media**, most people think that clothes need to be 'designer' to look good. But if you look at fashion magazines and what **film stars** wear, you **realise** that **expensive** clothes don't always result in someone being **well-dressed**.



In fact, I believe now the poorer you are, the more careful you are about choosing clothes and deciding what **goes with** what. It's also about having **natural style** too, though. Rich or poor, you need to have a good fashion **sense**.

Anyway, I'm one of the few girls who doesn't read **articles** on social media for fashion **advice**. Besides, more often than not I work most days from home so I worry less about what I wear than I used to and that's not a bad thing either, I think.

1. What is Kim trying to do in this text?

- A. say that fashion is a waste of time
- B. describe her favourite fashions
- C. explain how fashions change
- D. describe her approach to fashion

2. When Kim was a teenager, what did she do?

- A. She avoided buying clothes.
- B. She only wore colourful clothes.
- C. She avoided wearing what her friends wore.
- D. She followed fashion in her own way.

3. What happened when Kim earned more money?

- A. She started buying designer clothes.
- B. She lost interest in fashion.
- C. She read more fashion magazines.
- D. She didn't buy more expensive clothes.

4. What is Kim's attitude towards fashion now?

- A. She is more relaxed about what she wears.
- B. She takes it more seriously.
- C. She realises fashion is for younger people.
- D. She thinks she has a lot to learn.

5. Which of the following might Kim have said to a friend?

- A. Teenagers know more about fashion than anyone.
- B. Poor people dress better than rich people.
- C. It takes more than money to dress well.
- D. Only designer clothes are worth wearing.

B Say if the statements are true (T) or false (F).

- | | |
|---|-------|
| 1. Kim liked to copy what her friends wore. | T / F |
| 2. Kim thinks that you can get fashionable clothes even from a high-street shop. | T / F |
| 3. Kim thinks that celebrities that wear expensive clothes are always well-dressed. | T / F |
| 4. Kim believes that the key is to have good fashion sense. | T / F |
| 5. Kim always worries now about what to wear to work every day. | T / F |

Vocabulary Exercises

A Choose the right definition for the given word.

1. film star

- a. someone who loves films
- c. a film that is very popular
- b. a famous actor or actress in films
- d. a type of film

2. realise

- a. remember
- c. avoid
- b. understand
- d. change

3. stylish

- a. fashionable
- c. unusual
- b. untidy
- d. old-fashioned

4. natural

- a. not made by man
- c. ordinary
- b. basic
- d. badly-made

5. forever

- a. at the moment
- c. in the future
- b. usually
- d. for a very long time

6. copy

- a. be in competition with someone
- c. try to be like something or someone else
- b. show something
- d. hide something

B Choose the word in the box that best fills in the blank in each sentence.

designer social media afford earn article brand new expensive influence go with

1. Many people read articles about fashion in _____ .
2. Some people don't _____ enough money to wear good clothes.
3. Clothes always look their best when they're _____ .
4. Celebrities often have a lot of _____ on fashion styles.
5. Socks do not _____ sandals and look strange worn together.
6. Shopping online is often not as _____ as shopping in stores.

C Choose the word that best fills in the blank.

You don't have to pay a lot of money to be **1.** _____. **2.** _____, if you want clothes that will last, you need to pay more money, though. Websites are a good place to buy clothes but it's better to follow the **3.** _____ of customer reviews if you decide to shop online.

- | | | |
|-------------------------|------------------------|----------------------|
| 1. A. individual | B. well-dressed | C. reasonable |
| 2. A. Obviously | B. Exactly | C. For ever |
| 3. A. advice | B. sense | C. style |



**CERTIFICATE IN ESOL INTERNATIONAL
(Entry 3) (Speaking & Listening)****Interlocutor's instructions****Test time: 11-13 minutes**

I = Interlocutor C = Candidate

Part 1**PART 1 (1 minute 30 seconds - 2 minutes 30 seconds)**

- I: Hello. My name's (*give full name*). And you are (*give candidate's full name*), right?
- C: (*Confirms.*)
- I: Thank you. Can you spell your family name for me, please?
- C: (*Spells family name.*)
- I: Thank you. Where are you from?
- C: (*Responds.*)
- I: Thank you. Exam begins. LanguageCert ESOL International, Speaking and Listening, Achiever level, (*give today's date*).
- I: Now, Part One. I'm going to ask you some questions about yourself.
(Choose **four** questions, one from each of the different topic areas. Name the topic, e.g. 'Now, **The Internet**'.)

TOPICS**The Internet**

- What kinds of websites do you usually visit?
- What was the last video you watched about?
- Which apps do you use most often? (Why?)
- Do you communicate with friends via the Internet?

Family

- How often do you see your family?
- When do you get to see family members you don't often see?
- How do you keep in touch with your family?
- Why do you think family is important?

Fitness

- How do you keep fit on a daily basis?
- What do you find most difficult about keeping fit? (Why?)
- When do you find time to train?
- What do you enjoy most about training?

Times of day

- Which is the best time of day for studying? (Why?)
- How much of the day do you spend outside the home?
- When do you usually have some time to relax?
- Is there any time of day you don't really like? (Why?)

C: (*Responds.*)

I: Thank you.

Part 2

PART 2 (1 minute 30 seconds - 2 minutes)

I: Now, Part Two. I'm going to role-play some situations.
I want you to start or respond.

First situation

A

- I am new in your area. I start.
Excuse me, is there a supermarket nearby?
- We're working together. I start.
I'm having trouble with this. Can you help me?
- We're neighbours. I'm annoyed. I start.
Could you turn down the music?
- I'm your boss. I asked you to make an important phone call. I start.
So, why haven't you called Mr Barns yet?

C: (Responds.)

I: Second situation

B

- We're classmates. I've just finished my presentation. You start.
- I'm a waitress. You'd like to order something to eat. You start.
- I'm your friend. You want me to join you at a concert. You start.
- We're strangers. You have parked outside my door. You start.

C: (Initiates.)

I: Thank you.

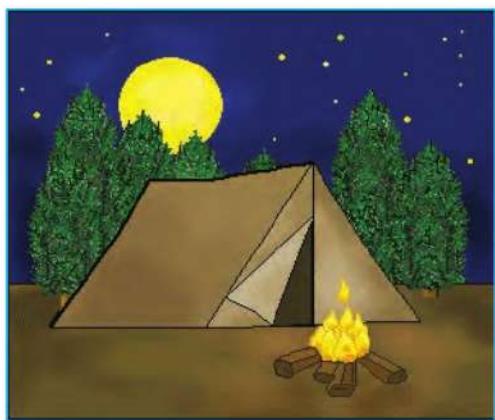
Part 3

PART 3 (2 minutes 30 seconds)

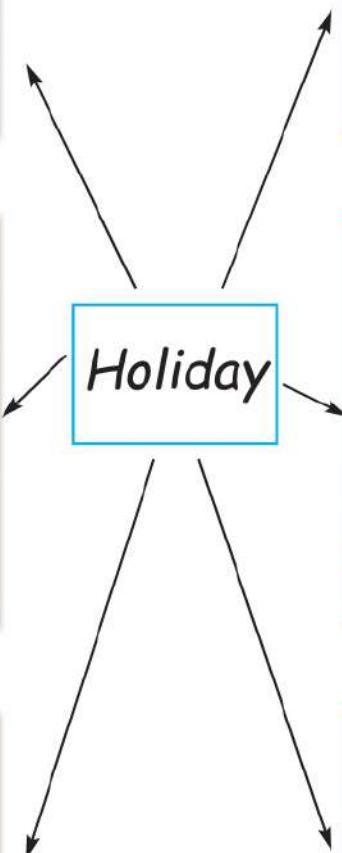
I: Now, Part Three. In this part of the test we're going to discuss something. All right?

I: I'm taking a week off from work and I can't decide where to go on holiday. You are my friend and I have asked you to help me. Here are some ideas. Let's ask and answer questions to help us decide what to do. I'll start.

Interlocutor's Task Sheet



Holiday



I: Thank you.

Part 4

PART 4A (3 minutes)

I: In Part Four, I am going to read something. I am going to tell you about Suri and her favourite pastime. I will read it two times. Listen and take notes on your paper. I will then ask you these questions.

My name is Suri and I love fashion. I really enjoy shopping and my friends say I'm always well-dressed. I obviously shop a lot as I love getting brand new items. My favourite shop is called Fashion Sense, and it's got stylish clothes at reasonable prices. I love shopping there as I can't afford expensive designer clothes. I usually go shopping twice a month. Now that I earn a bit more money, I can spend some more on clothes and accessories. These days I'm looking for a new hat. I saw my favourite film star wearing one in a photo on Instagram and I knew I had to copy her style. Social media helps me to keep up with the latest trends and I have realised that you can get great fashion advice from celebrities. Of course, I also believe that I do have my individual style that has not been influenced by others.

I: Now, you will hear it again.

I: Questions.

Questions

1. What do Suri's friends think of her?
2. Why does Suri like *Fashion Sense*?
3. What has helped Suri with her style?

I: Thank you.

PART 4B (2 minutes 30 seconds to 3 minutes including follow-up questions)

I: Now you are going to talk on your own for one and a half minutes. Your topic is **your favourite pastime**.

You now have thirty seconds to write some notes to help you. You are going to talk about **your favourite pastime**.

I: (*Candidate's name*), please start.

C: (*Talks*.)

Follow-up questions

- Do you enjoy being on your own or with others during your free time?
- Tell me about a hobby you'd like to take up.
- What do you usually do at weekends?
- Do you enjoy team sports or group activities? (Why?)

I: Thank you, (*give candidate's name*). That is the end of the exam.

Unit 2

Work & Jobs



employ (v)

If you **employ** someone, you pay them to work for you. *Nearly fifty people are employed in this big office.*



retire (v)

If you **retire**, you stop working usually because you're too old to work. *My father retired when he was 65; now he does lots of work in the garden.*



earn (v)

If you **earn** money, you work to get it. *She earns £400 a week working as a teacher.*



part-time (adj)

If you have a **part-time** job, you do not work every day, all day. *I have a part-time job at the weekends in a cafe.*



apply (v)

If you **apply** for sth, such as a job, you try to get it. *I would be surprised if Alan gets the job because a lot of people have applied for it.*



train (v)

If you **train** to do sth, you learn how to do it. *At the moment, she is training to be a nurse.*



focus (v)

If you **focus** on sth, you think about it carefully and don't think about other things. *We need to focus on this project today before we do any other work.*



reliable (adj)

If someone is **reliable**, they do what they say they will do. *The boss was not surprised Anna didn't finish the project because she is not reliable.*



quit (v)

If you **quit** your job or sth else, you stop doing it. *I have decided to quit my job because I don't like my boss.*



manage (v)

If you **manage** people or a situation, you make sure everything is as it should be. *My father manages a large supermarket so a lot of people work for him.*



unemployed (adj)

If you are **unemployed**, you do not have a job. *Tom was unemployed for six months, but last week he finally got a job in a restaurant.*



lazy (adj)

If someone is **lazy**, they do not want to do anything, especially work. *If he hadn't been so lazy, he would have got all his work finished on time.*

Vocabulary Practice

Choose the word that best fills in the blank. All the words are from these two pages.

1. My sister was _____ for one year after she finished drama school but now she has found a job on a TV show.
A. unemployed B. part-time C. reliable
2. Jenny is currently _____ to be a pilot. She finally made all her dreams come true.
A. quitting B. training C. employing
3. Even though a lot of people _____ for the job, Nathan managed to get it.
A. applied B. retired C. focused

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PLAY NOW

Key Words



colleague (n)

A **colleague** is someone that you work with.

*Sometimes on a Friday I go out for a coffee with my **colleagues** from the office.*



department (n)

A **department** of a business, shop, organisation, etc. is a part of it that deals with one particular thing. *You need to go to the men's clothing department if you want to buy a winter coat.*



occupation (n)

Someone's **occupation** is the job that they do.

- *What's your occupation?*
- *I'm a police officer.*



nervously (adv)

If you do sth **nervously**, you are worried or not confident about the result of your actions. *He walked **nervously** into the interview room and tried not to look scared.*



conference (n)

An event on a particular subject that lasts one or more days. *The two-day **conference** was full of business people looking very serious.*



career (n)

Your **career** is the job or jobs you do during your working life. *He has decided on a **career** in the army because he wants to travel around the world.*



salary (n)

A **salary** is the money someone is paid every month, year, etc. for the job that they do. *I get a monthly **salary** of £1,200.*



pleasantly (adv)

If sth happens or is done **pleasantly**, it is nice, enjoyable etc. *I was **pleasantly** surprised by how nice the hotel room was; it wasn't expensive.*



volunteer (n)

A **volunteer** is sb who offers to do sth but doesn't want money to do it. *We can't pay people to clean the beach so we need lots of **volunteers** to help.*



candidate (n)

A **candidate** is sb who applies for a job, or place in a college, organisation etc. *There are five good **candidates** for this job so we have to decide which one is the best.*



generously (adv)

If sth is done **generously**, it is done in a way that shows sb wants to give or help more than is usual. *Tina **generously** gave the hungry man £20.*



positively (adv)

If sth happens or is done **positively**, it is done in a good, confident way. *You need to think **positively** and believe that you'll get the job you really want.*

4. I enjoy going out for dinner with my _____ from the office every Saturday night.
 - A. volunteers
 - B. colleagues
 - C. candidates
5. The three-day _____ on education was interesting and it will help me a lot to improve my skills as a teacher.
 - A. career
 - B. occupation
 - C. conference
6. I was _____ waiting outside the interview room for the manager to tell me if I finally got the job that I applied for.
 - A. positively
 - B. nervously
 - C. pleasantly

Words in Context & Reading Comprehension

A Read the text and the questions that follow. For each question, choose the correct answer.

Getting a job that you really like

by Sam Branston

Most people hope that they will have a **career** that they love and that will pay **generously**; in other words they will earn a lot of money. For this reason it is important that you **focus** on an **occupation** that you will enjoy, as then you are more likely to do well at work. If you **apply** for a job that you don't like, you will probably **quit** after some time. If you don't want to be **unemployed**, you need to show that you are a **reliable** and hardworking person. No one wants a **lazy colleague** or a lazy employee. When you go for an interview, try not to act too **nervously**. Smile and be friendly. When you are asked any questions, reply **positively**. Be the kind of **candidate** that you would want to **employ** if you were the boss.

Sometimes when you first look for a job you can offer to be a **volunteer**. This helps you get experience of working and you might be **trained** to do something useful. And even if it's only **part-time** work, you will still learn a lot. Talk to the people who are **managing** you and ask lots of intelligent questions. Managers like workers who are interested and positive. Don't worry that they won't want to talk to you.

You will probably be **pleasantly** surprised at how helpful they are.

Finally, when you do get a job that you like and you are getting a good **salary**, do as much as you can to get to know lots of people. Don't just talk to people around you every day. Talk to people in other **departments**. Go to **conferences** and meet people there. This means that if you want to change your job in the future, you will know lots of people who can help you. When you are older and you **retire**, you will be happy with the decisions you made.



1. Sam believes that at an interview
A. no one is nervous.
B. it's good to be very nervous.
C. you should try not to look nervous.
D. you should tell people you are nervous.
2. What does Sam say about managers?
A. They are unfriendly.
B. They are nicer than you think.
C. You should try not to talk to them.
D. They don't talk to employees.

3. What does Sam say is important?
A. working in lots of different departments
B. being friendly to people
C. changing jobs all the time
D. only working with people who are your friends
4. Which of the following would Sam be more likely to say about work?
A. We all have to work in our life and there are ways to make it a good experience.
B. It's important to remember that the most important thing about working is making a lot of money.
C. If you want to get a good job, you should certainly go to university.
D. Most people don't want to work if they don't have to.

B Say if the statements are true (T) or false (F).

1. Sam says that you should always apply for a job that you don't like. T / F
2. You should be friendly when you are being interviewed for a job. T / F
3. Being a volunteer doesn't give you any experience at all. T / F
4. Managers would probably be happy to answer to your questions. T / F
5. It is important to know a lot of people in your work. T / F

Vocabulary Exercises

A Choose the right definition for the given word.

1. colleague

- a. someone who interviews you
- c. someone who has their own business
- b. someone who doesn't have a job
- d. someone you work with

2. career

- a. the job or jobs you do during your life
- c. a way of travelling to work
- b. only the first job you do after school
- d. exams taken to get a job

3. volunteer

- a. someone who only works at the weekend
- c. someone who works a few hours a week
- b. someone who works for no money
- d. someone who works for a lot of money

4. candidate

- a. someone who interviews people
- c. someone who applies for a job
- b. someone who loses their job
- d. someone who has many jobs

5. salary

- a. money given once only
- c. money given by a bank to a business
- b. money someone pays to the government
- d. money earned every month, year etc.

B Choose the word in the box that best fills in the blank in each sentence. Make any necessary changes.

train focus reliable conference department occupation pleasantly retire

1. We went on a three-day _____ about safety at work.
2. My boss _____ me to use the computers in the office.
3. My _____ at the moment is a waitress but I want to be a nurse.
4. When Tony won a lot of money, he decided to _____ from work early.
5. Simon teaches in the history _____ of the university.
6. Let's _____ on the most important jobs first, this morning.

C Choose the word that best fills in the blank. Make any necessary changes.

Many young people like to 1. _____ money at the weekend, so they often 2. _____ for a(n) 3. _____ job. Most young people work in a shop, or a cafe, or a restaurant. Working in a restaurant is a good job because people often tip 4. _____. That means that they give you lots of money to say thank you for bringing their food and drinks.



- | | | |
|------------------|--------------|---------------|
| 1. A. earn | B. employ | C. manage |
| 2. A. quit | B. retire | C. apply |
| 3. A. lazy | B. part-time | C. unemployed |
| 4. A. generously | B. nervously | C. positively |

CERTIFICATE IN ESOL INTERNATIONAL
(Entry 3) (Speaking & Listening)

Interlocutor's instructions

Test time: 11-13 minutes

I = Interlocutor C = Candidate

Part 1

PART 1 (1 minute 30 seconds - 2 minutes 30 seconds)

- I: Hello. My name's (*give full name*). And you are (*give candidate's full name*), right?
- C: (*Confirms.*)
- I: Thank you. Can you spell your family name for me, please?
- C: (*Spells family name.*)
- I: Thank you. Where are you from?
- C: (*Responds.*)
- I: Thank you. Exam begins. LanguageCert ESOL International, Speaking and Listening, Achiever level, (*give today's date*).
- I: Now, Part One. I'm going to ask you some questions about yourself.
(Choose **four** questions, one from each of the different topic areas. Name the topic, e.g. 'Now, **Food and Drink**'.)

TOPICS

Food and Drink

- How often do you eat fast food?

Your Home

- What kind of building do you live in?

The Weather

- What is winter like in your country?

Jobs

- What would be the perfect job for you (Why?)

C: (*Responds.*)

I: Thank you.

Part 2

PART 2 (1 minute 30 seconds - 2 minutes)

I: Now, Part Two. I'm going to role-play some situations.
I want you to start or respond.

First situation

A

- I am your manager in your new job. I start.
How are you getting on with your colleagues?

C: (Responds.)

I: Second situation

B

- We are friends. I am a waiter in a restaurant.
You want to know if it's a good job. You start.

C: (Initiates.)

I: Thank you.

Part 3

PART 3 (2 minutes 30 seconds)

I: Now, Part Three. In this part of the test we're going to discuss something. All right?

I: We are friends and we want to get a part-time job to earn some extra money. We haven't decided what we want to do yet. Here are some ideas. Let's ask and answer questions to help us decide what to do. I'll start.

Interlocutor's Task Sheet



Part-time
Jobs

I: Thank you.

Part 4**PART 4A (3 minutes)**

I: In Part Four, I am going to read something. I am going to tell you about Brenda and the first time she worked somewhere. I will read it two times. Listen and take notes on your paper. I will then ask you these questions.

I:

My name is Brenda and I live in Cambridge. I'm a student at catering college and I am training to be a chef. I want to be a chef because I love food and cooking. I got my love of food from my uncle who works at a big restaurant in London. Last month I got the chance to work for one day in the kitchen of a big hotel in Cambridge. I was quite nervous but also very excited. I was frightened of the head chef because he shouted at everyone a lot. You have to work hard in a big kitchen, so you can't be lazy. It was very interesting to see all the different food that was being cooked. Every meal looked fantastic on the plates. What I wanted to try most was the desserts because they were beautiful. They were all decorated with colourful fresh fruit. After my day at the hotel I knew for sure that I wanted to be a chef in a busy kitchen when I finished college.

I: Now, you will hear it again.

I: Questions.

Questions

1. Who works at a London restaurant?
2. What did the head chef do that frightened Brenda?
3. What was used to make the desserts look pretty?

I: Thank you.

PART 4B (2 minutes 30 seconds to 3 minutes including follow-up questions)

I: Now you are going to talk on your own for one and a half minutes. Your topic is **the first time you worked**. You now have thirty seconds to write some notes to help you. You are going to talk about **the first time you worked**.

I: (*Candidate's name*), please start.

C: (*Talks.*)

Follow-up questions

- Do you enjoy working on your own or in a team? (Why?)
- Tell me what you would change about your work if you could.
- What makes a good boss?
- Which is more important to you, your career or your personal life?

I: Thank you, (*give candidate's name*). That is the end of the exam.

Unit 3

Tourism



activity (n)

An **activity** is sth you do for entertainment or to keep fit. *Children should do different activities in the holidays so they don't get bored.*



traditional (adj)

Sth that is **traditional** is usual for a certain country or area.

Fish and chips is a traditional meal in the UK.



accommodation (n)

Accommodation is where you stay or live. *We spent a lot of money for bad accommodation while we were on holiday.*



together (adv)

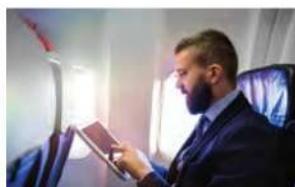
In the company of sb else. *We decided together where we would go on holiday.*



travel agent (n)

A **travel agent** is sb who arranges holidays.

We always use the same travel agent when we go on holiday.



flight (n)

A **flight** is a journey in a plane.

I had a good flight from London to Paris.



destination (n)

A **destination** is the place you are travelling to. *Most people are happy when they arrive at their destination after a long journey.*



abroad (adv)

When you are **abroad**, you are in a foreign country. *It is better to travel abroad when you are young.*



unusual (adj)

Something that is **unusual** is different or strange. *It is unusual to have more than two holidays a year.*



provide (v)

If you **provide** sth, you give sth to someone or make it available to them. *Breakfast is provided at most hotels.*



typically (adv)

We use **typically** to suggest that something is usually true. *The English are typically rather shy.*



take off (phr.v)

When a plane **takes off**, it leaves the ground and goes into the air. *Most people find it exciting when a plane takes off.*

Vocabulary Practice

Choose the word that best fills in the blank. All the words are from these two pages.

1. My cousin Oscar used to travel _____ very often when he was young.
A. abroad B. typically C. together

2. My family were very pleased to finally arrive at our _____ after such a long and difficult journey.
A. sightseeing B. destination C. flight

3. Before the plane _____, the pilot always informs the passengers that they should turn off their electronic devices.
A. takes care of B. switches off C. takes off

Scan the QR Code with your mobile phone to listen to how the words are pronounced:



PLAY NOW

Key Words


delay (v)

When you **delay** sth, it happens later than planned. *It is better not to delay making travel plans as you might not find the hotel you want later.*


take care of (phr.v)

If you **take care of** sb or sth, you become responsible for them or it. *Travel agents take care of holiday arrangements.*


exchange (n)

The act of giving sth to sb and them giving you sth else. *House exchanges are quite popular nowadays as many people don't want to pay to stay in a hotel on holiday.*


cultural (adj)

Cultural describes the behaviour and beliefs of people in different areas. *There are many cultural differences between people who live in the UK and people who live in Asia.*


book (v)

When you **book** sth, you ask for sth to be 'kept' for you. *At busy restaurants it's always best to book a table, or, you may not be able to find one later.*


sightseeing (n)

When you go to a new place and see famous places, you go **sightseeing**. *The best way to go sightseeing in London is to travel around on a bus.*


incredible (adj)

Something difficult to believe because it is either very good or very strange. *I thought the buildings in Dubai were incredible, as I've never seen anything like them before.*


efficient (adj)

If sb is **efficient**, they are fast and good at their job. *Airport staff need to be quite efficient as they have to deal with many travellers every day.*


stressful (adj)

Something that makes you worried is **stressful**. *I find airports quite stressful as they are so busy and noisy.*


tour guide (n)

Sb who is paid to show people around a place and give information about it. *Our tour guide was very interesting; she made jokes and gave us a lot of useful information about Rome.*


tourist (n)

A **tourist** is someone who is visiting a place for enjoyment. *Some cities and countries have a lot of tourists in the summer.*


arrange (v)

If you **arrange** something, you organise things so something can be done. *You need to arrange a lot of things before you go on holiday.*

4. I don't like travelling by underground train. I always find stations _____ as they are dark and busy.
 A. efficient B. stressful C. incredible

5. I told my twin sister Maria to _____ us a table at our favourite restaurant for our birthday.
 A. arrange B. book C. provide

6. When we visited Paris our _____ gave us a lot of useful information while showing us the sights.
 A. tour guide B. tourist C. travel agent

Words in Context & Reading Comprehension

The people below want to go on holiday. Look at the holiday adverts below and decide which holiday is the most suitable for each person.

A For questions 1-4, choose the correct letter (A-F).

1. Kate is interested in **unusual** places. She loves history and learning about new things. She likes to discover new places and **arrange** all her holiday details by herself. 1
2. Joe is 60 years old and likes travelling alone. Although he loves hot countries, he is anxious about going **abroad** as he only speaks English. He would like someone to **take care of** his holiday arrangements. Joe has a dog, so he doesn't want to be away from home for a lot of time. 2
3. Bill is 23 years old, loves being active and is very sociable. He hates flying as he gets nervous when the plane **takes off** and lands. When he is on holiday, Bill likes to go to places where he can eat local food and not just where the **tourists** eat. 3
4. Harry and Lucy are a young couple who love to travel in style. They love seeing different places. Although Harry likes to go **sightseeing** and Lucy likes to relax on the beach, they are happy to do things **together**. 4

TYPES OF HOLIDAYS

A. Activity Holidays in the UK

Learn new skills and enjoy being outdoors with other young people. During the day you can choose from a range of **activities**, such as art, drama, swimming and football. We also organise trips to town where there is a market with colourful stalls selling anything from clothes and jewellery to **traditional** food.

B. Holidays in the Sun

Fly to sunny Spain with *Costa Tours*. Our experienced **travel agents** will organise everything, from your **flights** to your **accommodation**. If you like, we will arrange for a tour guide to take you to the most interesting places in your area. Don't **delay**, book today!

C. Luxury Cruise

Enjoy a month-long cruise around Europe without the **stressful** experience of travelling! Our **efficient** and friendly crew are ready to help. In many of our stops passengers can spend time on nice beaches. With us you will also see many **incredible** places. We also arrange tours at every **destination** with an experienced **tour guide**.

D. Walking tours in Italy

Why don't you join us for a great outdoors holiday? Get fit, meet people and enjoy beautiful scenery at the same time! We organise small walking tours in Italy for groups of **typically** 15-20 people of all ages. Our guide will meet you at the airport and arrange all the details.

E. Exchange holiday

Visit Greece and live like a local! Choose a holiday home from our website and stay there for free! All you need to do is to put your own home on our website in **exchange** and then book your flight! You have so many interesting and **cultural** places to choose from, including ancient towns, islands with lots of interesting history and sunny, seaside locations.

F. Volunteer project

Work on a farm and learn how to grow fruit and vegetables. The days start early, at 7am, but the evenings are very relaxed. Everyone meets and shares their own experiences of the day with other volunteers during a delicious home-cooked dinner. Accommodation is **provided** but you will need to buy your own flight.

B Say if the statements are true (T) or false (F).

1. Kate doesn't like to travel to new places.
2. Joe wants to take his dog with him on his holiday.
3. Bill enjoys eating local food when he travels.
4. Harry and Lucy like to discover new places together.

T / F

T / F

T / F

T / F



Vocabulary Exercises

A Choose the right definition for the given word.

1. incredible

- a. something scary
- b. something boring
- c. something amazing
- d. something disappointing

2. together

- a. with
- b. far from
- c. around
- d. away

3. book

- a. to pay in advance to have something
- b. to check details
- c. to change information
- d. to ask for information

4. delay

- a. to make something happen later than expected
- b. to have a bad effect on someone
- c. to cause a problem
- d. to avoid doing something

5. exchange

- a. trying a new activity
- b. swapping one thing for another
- c. planning to do something
- d. avoiding a situation

6. stressful

- a. sad
- b. worrying
- c. interesting
- d. strange

B Choose the word in the box that best fills in the blank in each sentence.

abroad sightseeing typically unusual arrange accommodation traditional cultural efficient

1. You should eat _____ food when you go to another country.
2. If you go _____, you usually need a passport.
3. _____, people go on holiday for one or two weeks.
4. Good hotel _____ is not usually cheap.
5. When you travel, you can enjoy different _____ experiences.
6. People often go _____ when they visit a new place.
7. There are many things to _____ before you go on holiday.

C Choose the word that best fills in the blank.

Sometimes it is good to get someone else to 1. _____ your holiday. This way you know that everything will be ready for you when you arrive at a place. A 2. _____ can help you find a place to stay. They can also arrange your 3. _____ too, if you pay extra. So you won't have to worry about going online, booking, etc.

- | | | |
|--------------------|-----------------|----------------|
| 1. A. take care of | B. provide | C. take off |
| 2. A. tour guide | B. travel agent | C. tourist |
| 3. A. flight | B. activity | C. destination |



**CERTIFICATE IN ESOL INTERNATIONAL
(Entry 3) (Speaking & Listening)****Interlocutor's instructions****Test time: 11-13 minutes**

I = Interlocutor C = Candidate

Part 1**PART 1 (1 minute 30 seconds - 2 minutes 30 seconds)****I:** Hello. My name's (*give full name*). And you are (*give candidate's full name*), right?**C:** (*Confirms.*)**I:** Thank you. Can you spell your family name for me, please?**C:** (*Spells family name.*)**I:** Thank you. Where are you from?**C:** (*Responds.*)**I:** Thank you. Exam begins. LanguageCert ESOL International, Speaking and Listening, Achiever level, (*give today's date*).**I:** Now, Part One. I'm going to ask you some questions about yourself.*(Choose four questions, one from each of the different topic areas. Name the topic, e.g. 'Now, TV').***TOPICS****TV**

- How often do you watch the news on TV?

Where you live

- What sort of area do you live in?

Being healthy

- How much exercise do you do every week?

Going out

- Tell me about your favourite restaurant.

C: (*Responds.*)**I:** Thank you.

SPEAKING

Part 2

PART 2 (1 minute 30 seconds - 2 minutes)

I: Now, Part Two. I'm going to role-play some situations.
I want you to start or respond.

First situation

A

- We are neighbours. I start.
Can you give me a lift into town when you go to work tomorrow?

C: (Responds.)

I: Second situation

B

- I am your boss. You are late for work. You start.

C: (Initiates.)

I: Thank you.

Part 3

PART 3 (2 minutes 30 seconds)

I: Now, Part Three. In this part of the test we're going to discuss something. All right?

I: We are friends and we would like to do some volunteering to help the local community. We haven't decided what we'd like to do yet. Here are some ideas. Let's ask and answer questions to help us decide what to do. I'll start.

Interlocutor's Task Sheet



*Being a
Volunteer*

I: Thank you.

Part 4

PART 4A (3 minutes)

I: In Part Four, I am going to read something. I am going to tell you about Pierre and a holiday he'd like to go on. I will read it two times. Listen and take notes on your paper. I will then ask you these questions.

My name is Pierre and I live in Paris. I'm a businessman and I travel a lot for work. I work for the government doing research about the environment and the effect of pollution. I love nature and animals and when I was a child my father had a farm with many animals on it. I think that must be the time when I became interested in the natural world. I hate to see any animal suffer and I have adopted two rescued dogs this year from an animal shelter. What I really want to do next year is go on a safari to Africa to see big, wild animals such as lions, elephants and giraffes. I am saving my money because it is going to be an expensive holiday but it will be fantastic.

I: Now, you will hear it again.

I: Questions.

Questions

1. What was Pierre's father's job?
2. What did Pierre do this year?
3. Where will Pierre probably go next year?

I: Thank you.

PART 4B (2 minutes 30 seconds to 3 minutes including follow-up questions)

I: Now you are going to talk on your own for one and a half minutes. Your topic is a **holiday you'd like to go on**. You now have thirty seconds to write some notes to help you. You are going to talk about a **holiday you'd like to go on**.

I: (*Candidate's name*), please start.

C: (*Talks*.)

Follow-up questions

- Which is better for a family holiday: a hotel or camping? (Why?)
- Which is easier: booking a holiday online or through a travel agent? (Why?)
- Why do people like to travel abroad?
- What are the main things to consider when you pack your holiday suitcase?

I: Thank you, (*give candidate's name*). That is the end of the exam.

Unit 4

Shopping



wear out (phr.v)

If sth **wears out**, it has been used so much that it is broken or can no longer be used. *Little Billy's shoes **wear out** very quickly because he plays football in them all the time.*



cost (v)

If sth **costs** a certain amount of money, that is how much you have to pay to buy it.

*My new digital camera **costs** £275.*



advertise (v)

If you **advertise** sth, you make lots of people know about it by telling them in a magazine, on TV, radio, etc. *I heard about the new shop because it was **advertised** on the radio.*



try on (phr.v)

If you **try on** a piece of clothing, you see if it fits you or looks nice on you. *This dress is too small for you. You should have tried it **on** before you bought it.*



reduce (v)

If you **reduce** the price of something, it becomes cheaper. *I wasn't planning to buy any shoes but they were **reduced** by fifty percent so I did anyway.*



spend (v)

If you **spend** money, you pay money to buy or do something. *We **spent** a lot of money on holiday but we had a wonderful time.*



collect (v)

If you **collect** something or someone, you go and get it or them from a place. *The shop has just phoned to say that you can go and **collect** the book that you asked them to get for you.*



exchange (n)

If you **exchange** sth, you change it for sth else because it was the wrong size, colour etc. *If you don't like this CD, you can bring it back and **exchange** it for a different one.*



dear (adj)

If something is **dear**, it is expensive.

*I'm not buying you such a **dear** pair of shoes. You must choose something cheaper.*



reasonable (adj)

If sth is a **reasonable** price or quality, it is as it should be and not too much or too little. *I think he is asking a **reasonable** price for the bike so he should be able to sell it.*



luxury (adj)

If sth is described as **luxury**, it is very good, comfortable, nice, etc. *It is our **luxury** furniture, so it is the best but most expensive in the shop.*

Vocabulary Practice

Choose the word that best fills in the blank. All the words are from these two pages.

- The receptionist told me that they don't accept ____ so we need to pay in cash for our hotel room.
A. credit cards B. receipts C. exchanges
- We ____ a lot of money for our honeymoon in Greece but it was definitely worth it.
A. cost B. reduced C. spent
- I can't afford to buy you such a(n) ____ piece of jewellery for your birthday, Helen.
A. dear B. inexpensive C. reasonable

Scan the QR Code with your mobile phone to listen to how the words are pronounced:



PLAY NOW

Key Words

**bargain** (n)

A **bargain** is something that you buy at a very cheap price.

*I bought the TV because it was such a **bargain**, I couldn't believe how cheap it was.*

**deposit** (n)

A **deposit** is an amount of money that you pay as the first part of the total payment for sth. *We paid a deposit of £2,000 on the car and then the rest of the money when it was ready.*

**department store** (n)

A **department store** is a very big shop that sells many different things. *Harrods in London is a famous **department store**.*

**originally** (adv)

You use **originally** to mean that sth was like sth or was sth at first but then it changed.

Originally this shop was a bakery but now it is a pharmacy.

**cash** (n)

Cash is paper or metal money. *I'm sorry! We don't have a card machine here so you can only pay with cash.*

**receipt** (n)

Your **receipt** is the piece of paper you get when you buy sth to show how much you paid for it. *You can return the coat to the shop if you still have the receipt.*

**label** (n)

A **label** is a piece of paper that gives information about the thing it is on, such as clothes, etc.

I often check the labels on my clothes for washing instructions.

**jealously** (adv)

If sb does sth **jealously**, they show that they wish they had or could do sth. *The woman looked at her friend's wedding ring **jealously**.*

**cheque** (n)

A **cheque** is a piece of paper from the bank that you can write on and give to sb to pay for things. *I don't have any money on me. Can I pay by cheque?*

**credit card** (n)

A **credit card** is a small piece of plastic that comes from a bank which you can use to pay for things. *I'm sorry we don't accept **credit cards**, so you need to pay in cash.*

**surprisingly** (adv)

We use **surprisingly** to show that something happened in a way that you did not expect. *It was surprisingly quiet on the beach for such a hot day.*

**miserably** (adv)

We use **miserably** to show that sb did sth in a very sad or unhappy way. *The boy looked at the rain miserably as he wanted to go outside to play.*

4. I don't like watching documentaries but this one about Antarctica was _____ interesting.
A. originally B. surprisingly C. miserably

5. Andrew bought the new digital camera that he always wanted for £150. It's a real _____.
A. deposit B. label C. bargain

6. We have to buy new shoes for my brother every two months as they _____ very quickly.
A. try on B. give out C. wear out

Words in Context & Reading Comprehension

Questions 1-4

Four sentences have been removed from the text.

- A For each question, choose the correct answer. There are two extra sentences which you do not need to use.

Advice on successful shopping

Some people like to go shopping and **spend** lots of money but others walk around the shops **miserably**. **1** There is no better feeling than finding something that you want to buy at a **surprisingly inexpensive** price. Then, you can show your friends who will look at you **jealously**.

Once or twice a year the shops have their 'Sales'. **2** The sales are often **advertised** on TV and they try to get people to spend their **cash on luxury** products that are usually quite **dear** but are being sold at a **reasonable** price for a short amount of time. Without a doubt, this is definitely the best time to buy yourself something special or just to replace some shoes that have worn out.

If you decide to visit a big **department store** during the sales, don't forget to **try** things **on** before you buy them. You will need to keep the **receipt** in case you want to **exchange** something too. **3** Whatever you do, don't take the **labels** off clothes. They might want to return them.

There are many different ways that you can pay for things in shops these days. **4** Cards are often used if you want to pay a **deposit** for something over the phone that you are going to **collect** later or if you buy something from the internet. Not many people write **cheques** now but most people have a **credit card**.

- A Originally most things were bought from a shop but this has changed.
B This is when they reduce how much everything costs to buy.
C For this reason you have to be healthy to work in a shop.
D One thing is true and that is we all love a bargain.
E You should try to avoid shopping during the sales.
F This is really important to remember if you are buying presents for people.



- B Say if the statements are true (T) or false (F).

- | | |
|---|-------|
| 1. If you buy something on a good bargain it will probably make your friends jealous. | T / F |
| 2. The sales are often advertised on newspapers. | T / F |
| 3. The sales usually last all year long. | T / F |
| 4. You shouldn't take off the labels of the clothes in case you want to return them. | T / F |
| 5. These days many people use credit cards to pay for things they want to buy. | T / F |

Vocabulary Exercises

A Choose the right definition for the given word.

1. bargain

- a. something which is second-hand
- c. something completely new
- b. something at a good price
- d. something very expensive

2. receipt

- a. paper that shows you paid for something
- c. money to pay for something
- b. money that you haven't paid yet
- d. a bill to be paid

3. deposit

- a. the last part of a payment
- c. something that is free
- b. a question about a payment
- d. the first part of a payment

4. label

- a. a bag
- c. a box
- b. something that gives information
- d. how much something costs

5. department store

- a. shop that only sells clothes
- c. large shop selling different things
- b. shop that sells mostly food
- d. shop that only sells things on the internet

B Choose the word in the box that best fills in the blank in each sentence. Make any necessary changes.

reduce collect miserably inexpensive dear reasonable luxury jealously

1. I don't have much money, so do you have something _____ that I can look at?
2. We buy _____ food only on birthdays and special occasions.
3. These trousers have been _____ from £30 to £20.
4. I wouldn't say it is a cheap coat but it is a _____ price for a winter coat, so I'll buy it.
5. The cake that you ordered is ready for you to _____ from the bakery.
6. That holiday is much too _____ for us to go on.

C Choose the word that best fills in the blank.

These days everyone is trying to get us to 1. _____ our money on the internet. It is 2. _____ easy to pay for something online with a 3. _____. However, you should be careful because you can't always tell what something is really like without seeing it in a shop, so make sure that it is easy to 4. _____ online products.

- | | | |
|--------------------|----------------|--------------|
| 1. A. cost | B. spend | C. try on |
| 2. A. surprisingly | B. originally | C. miserably |
| 3. A. cash | B. credit card | C. cheque |
| 4. A. advertise | B. wear out | C. exchange |



CERTIFICATE IN ESOL INTERNATIONAL
(Entry 3) (Speaking & Listening)

Interlocutor's instructions

Test time: 11-13 minutes

I = Interlocutor C = Candidate

Part 1

PART 1 (1 minute 30 seconds - 2 minutes 30 seconds)

I: Hello. My name's (*give full name*). And you are (*give candidate's full name*), right?

C: (*Confirms.*)

I: Thank you. Can you spell your family name for me, please?

C: (*Spells family name.*)

I: Thank you. Where are you from?

C: (*Responds.*)

I: Thank you. Exam begins. LanguageCert ESOL International, Speaking and Listening, Achiever level, (*give today's date*).

I: Now, Part One. I'm going to ask you some questions about yourself.

(Choose **four** questions, one from each of the different topic areas. Name the topic, e.g. 'Now, **Seasons**'.)

TOPICS

Seasons

- What is your favourite season and why?

Money

- Do you think it is important to earn a lot of money? (Why?/Why not?)

Social Media

- What do you think of social media sites, like Facebook and Twitter?

Films

- How often do you watch a film on TV?

C: (*Responds.*)

I: Thank you.

Part 2

PART 2 (1 minute 30 seconds - 2 minutes)

I: Now, Part Two. I'm going to role-play some situations.
I want you to start or respond.

First situation

A

- We are friends. I start.
How was the first day in your new job?

C: (Responds.)

I: Second situation

B

- I am a waiter in a restaurant.
Your soup is cold. You start.

C: (Initiates.)

I: Thank you.

Part 3

PART 3 (2 minutes 30 seconds)

I: Now, Part Three. In this part of the test we're going to discuss something. All right?

I: It's my best friend's birthday next week. He's turning 30. I haven't decided what I'm going to get him yet. I have asked you for help. Here are some ideas. Let's ask and answer questions to help us decide what to do. I'll start.

Interlocutor's Task Sheet

Birthday
presents



I: Thank you.

Part 4**PART 4A (3 minutes)**

I: In Part Four, I am going to read something. I am going to tell you about Angela and her love of shopping. I will read it two times. Listen and take notes on your paper. I will then ask you these questions.

I:

My name is Angela and I live in Glasgow in Scotland. I'm a student at art school. I love looking at the latest clothes in the shops but because I'm a poor student I'm always looking for a bargain or something at a reduced price. The best time to go shopping is during the sales. Last week I went to a big department store in Glasgow because I wanted to buy a new dress for a friend's birthday party. I tried on several dresses but I didn't really like any of them. Then I saw a pair of shoes that were on sale and I ended up buying them instead. That's the thing about the sales; you never know what you are going to find. They were expensive shoes but I got them half price. Actually I thought about getting a part-time job at a clothes shop but I would spend all my wages there, so I was sensible and got a job at a cafe working as a waitress instead. It's great fun!

I: Now, you will hear it again.

I: Questions.

Questions

1. What is Angela studying?
2. What was Angela going to buy at first?
3. Where does Angela work?

I: Thank you.

PART 4B (2 minutes 30 seconds to 3 minutes including follow-up questions)

I: Now you are going to talk on your own for one and a half minutes. Your topic is **shopping**. You now have thirty seconds to write some notes to help you. You are going to talk about **shopping**.

I: (*Candidate's name*), please start.

C: (*Talks.*)

Follow-up questions

- Why is shopping online so popular?
- What do you think it would be like to work in a big department store during the sales?
- Is it better to go shopping alone or with other people? (Why?)
- What are the main things to consider when buying a present for someone?

I: Thank you, (*give candidate's name*). That is the end of the exam.

Unit 5

Customs



celebrate (v)

When you **celebrate**, you do sth special for a particular occasion.

I always like to celebrate my birthday with a huge party.



usual (adj)

Something that is **usual** is normal. *It is not usual in the UK to give gifts at Halloween.*



refreshments (plural n)

Refreshments are small snacks and/or drinks that are available at events.

There will be refreshments served at the event.



run (v)

When you **run** a bus or train service, you operate a timetable for these types of transport.

During the festival, buses will run more often to and from the town centre.



advise (v)

When you **advise** sb, you try to help them by suggesting what to do in order to avoid a problem.

I advise you book early for this event, otherwise you won't get a ticket.



central (adj)

Something that is **central** is located in the middle of an area, such as a town or city.

Most festival events take place in a central location so everyone can join in.



provide (v)

If you **provide** someone with sth, then you give them sth.

Free drinks and food will be provided during the festival.



light (adj)

If a meal is described as **light**, then you don't feel full after eating it.

It's best to only eat a light meal before you exercise.



limited (adj)

If something is **limited**, then there isn't much of it. *There is a limited amount of tickets left.*



park (v)

When you **park** a car or another vehicle, you leave it in a space for a short period. *During the festival event, I parked my car outside the town.*



give out (phr.v)

When you **give out** sth, you hand out something to sb. *At the festival, they were giving out free tickets to several shows.*



burn (v)

Something that is **burning** is being destroyed by fire. *At the firework display, they were burning wood to make a large fire.*

Vocabulary Practice

Choose the word that best fills in the blank. All the words are from these two pages.

- We _____ my mother's 50th birthday with a huge party in the garden.
A. advised B. provided C. celebrated
- We were very tired from climbing all day but the view from the mountain top was _____.
A. spectacular B. usual C. limited
- Don't be late on Friday; this is a very important meeting. You cannot _____ it.
A. run B. burn C. miss

Scan the QR Code with your mobile phone to listen to how the words are pronounced:



PLAY NOW

Key Words


spectacular (adj)

If sth is **spectacular**, it is amazing to look at.
There was a spectacular firework show when the festival ended.


event (n)

An **event** is a planned public occasion. *There are many events planned this year for the Brighton Festival, ranging from concerts to exhibitions.*


zone (n)

An area different from the areas around it as it is used for another purpose. *It is not permitted to park in certain zones during the festival.*


sale (n)

When something is for or on **sale**, then it can be bought.
Tickets for the event are on sale from tomorrow.


absolutely (adv)

We use **absolutely** to mean *totally* and it's used before strong adjectives. *The festival was absolutely amazing and I'd like to go again next year.*


lift (n)

A **lift** is a ride someone gives you in their own car to take you somewhere you want to go. *I can give you a lift to the event if you can't get there by bus.*


stall (n)

A **stall** is sth (usually a table) on which items to be sold are put. *At the festival event, there were a lot of stalls selling books and cakes.*


anywhere (adv)

We use **anywhere** to say that sth or sb can be found in any place. *You can buy tickets anywhere you see a festival poster in a shop window.*


miss (v)

If you **miss** an event, then you fail to do something. *We missed the festival this year as we were abroad when it took place.*


space (n)

A **space** is an empty area that can be inside or outside. *It's difficult to find a parking space when the town's busy.*


actually (adv)

We use **actually** when we introduce a fact. *Actually, I haven't seen any information about the festival event yet.*


site (n)

A **site** for an event is the location where the event will take place. *Every year there is a music festival on this site.*

4. There were about ten _____ full of books at the festival event.
A. stalls B. refreshments C. zones
5. My cousin's band *Mary and the Diamonds* were _____ amazing and I would like to see them again soon.
A. anywhere B. absolutely C. limited
6. Don't miss the clothes that will be on _____ next week; everything in the store will be 40% off.
A. event B. sale C. site

Words in Context & Reading Comprehension

Questions 1-4

A For each question, choose the correct answer.

1.

Firework display

November 5th

The biggest annual firework festival in the UK, **celebrating** the life of Guy Fawkes, will take place in Lewes, Sussex. Tickets to the **sites** of individual displays around the town are **limited** and will be on sale online from next week. During the **event**, shops will be closed, but **light refreshments** will be on sale at street **stalls** all evening.

The notice says that

- A. some events have few places available.
- B. all tickets must be booked next week.
- C. tickets are only for sale at displays.

2.



What does Tom ask Pete to do?

- A. bring food and drink
- B. come without food or drink
- C. bring an invitation with him

3.

May 1st Bank Holiday

Banks will be closed all day. Shops will open for business as **usual**. Local buses will operate a Sunday service between 10am-6pm but buses from outside the **central city zone** will **run** as normal.

- A. Banks and shops are closed on May 1st.
- B. There will be no changes to bus timetables.
- C. Some buses will not operate on May 1st.

4.

Burning of the Clocks, Brighton, UK

Join us on December 21st as we celebrate the shortest day of the year. Carrying lights made from paper and wood, we will walk through the city. When we reach the beach, we will **burn** all the lights and accompany it with a firework display.

Burning of the Clocks is a **spectacular** sight that you **absolutely** mustn't miss!

People are encouraged to

- A. attend the event.
- B. make their own lights.
- C. avoid the city centre.

B Say if the statements are true (T) or false (F).

- 1. The firework display will take place at Guy Fawkes' place. (*Text 1*) T / F
- 2. Tom has reserved a parking space for Pete outside his house. (*Text 2*) T / F
- 3. Local buses will not operate at all during the day. (*Text 3*) T / F
- 4. People will run through the city carrying lights. (*Text 4*) T / F

Vocabulary Exercises

A Choose the right definition for the given word.

1. central

- a. an outside area
- c. around an area
- b. in the middle of an area
- d. above an area

2. light

- a. not heavy
- c. really nice
- b. quite hard
- d. very pretty

3. burn

- a. change appearance
- c. become darker
- b. become brighter
- d. be destroyed by fire

4. absolutely

- a. normally
- c. partly
- b. completely
- d. quickly

5. refreshments

- a. main courses
- c. drinks and snacks
- b. desserts
- d. chocolates and sweets

6. lift

- a. a type of transport
- c. a short trip in someone else's car
- b. a long journey
- d. help given to someone

B Choose the word in the box that best fills in the blank in each sentence.

sale give out run actually anywhere zone stall miss

1. Tickets are on _____ a week before the event.
2. Cars will not be allowed in this _____ during the street party.
3. You can buy food and drink from this _____.
4. We will _____ more information about the festival, next week.
5. Buses will not _____ at night during the firework display.
6. There won't _____ be a festival this year as it's been cancelled.
7. Don't _____ this festival event as it's going to be the best ever!

C Choose the word that best fills in the blank.

Festivals 1. _____ people with entertainment and an escape from their daily life. It is quite 2. _____ for these celebrations to take place when the weather is cold and miserable, which makes it harder for some people to attend. Each 3. _____ involves a lot of preparation in order to make sure everything will go as planned.

- | | | |
|--------------|------------|----------------|
| 1. A. advise | B. provide | C. celebrate |
| 2. A. usual | B. limited | C. spectacular |
| 3. A. event | B. site | C. space |



CERTIFICATE IN ESOL INTERNATIONAL
(Entry 3) (Speaking & Listening)

Interlocutor's instructions

Test time: 11-13 minutes

I = Interlocutor C = Candidate

Part 1

PART 1 (1 minute 30 seconds - 2 minutes 30 seconds)

I: Hello. My name's *(give full name)*. And you are *(give candidate's full name)*, right?

C: *(Confirms.)*

I: Thank you. Can you spell your family name for me, please?

C: *(Spells family name.)*

I: Thank you. Where are you from?

C: *(Responds.)*

I: Thank you. Exam begins. LanguageCert ESOL International, Speaking and Listening, Achiever level, *(give today's date)*.

I: Now, Part One. I'm going to ask you some questions about yourself.

(Choose four questions, one from each of the different topic areas. Name the topic, e.g. 'Now, Working Out'.)

TOPICS

Working Out

- Would you ever join a gym? (Why?/Why not?)

Animals

- Have you ever had a pet?

Neighbourhood

- Where do you like to walk in your neighbourhood and why?

Activities

- What do you do to relax?

C: *(Responds.)*

I: Thank you.

Part 2

PART 2 (1 minute 30 seconds - 2 minutes)

I: Now, Part Two. I'm going to role-play some situations.
I want you to start or respond.

First situation

A

- I am a tourist in your town. I start.
Excuse me, are there any museums near here?

C: (Responds.)

I: Second situation

B

- I am your English teacher.
You haven't finished a project on time. You start.

C: (Initiates.)

I: Thank you.

Part 3

PART 3 (2 minutes 30 seconds)

I: Now, Part Three. In this part of the test we're going to discuss something. All right?

I: We are friends and we want to get fit. We haven't decided what would be best for us. Here are some ideas.

Let's ask and answer questions to help us decide what to do. I'll start.

Interlocutor's Task Sheet



Getting
fit



I: Thank you.

Part 4**PART 4A (3 minutes)**

I: In Part Four, I am going to read something. I am going to tell you about Tim and a custom he enjoys. I will read it two times. Listen and take notes on your paper. I will then ask you these questions.

My name is Tim and I live in a village called Brockworth, in England. Where I live there is one strange custom that everyone celebrates; it is called The Cheese Rolling Event. This happens once a year in the spring. A big piece of cheese is rolled from the very top of the hill and competitors run after it down to the bottom. The first person across the finish line is the winner, with the cheese as their prize. Originally, the aim was to catch the cheese. However, because it weighs 4 kgs and it moves very quickly, this is very difficult – and dangerous! In the past, people have been hurt by the moving cheese. My dream is to one day win the race because then you become a hero in the village.

I: Now, you will hear it again.

I: Questions.

Questions

1. How often does the event that Tim describes happen?
2. How heavy is the piece of cheese?
3. What does Tim want to do in the future?

I: Thank you.

PART 4B (2 minutes 30 seconds to 3 minutes including follow-up questions)

I: Now you are going to talk on your own for one and a half minutes. Your topic is a custom you enjoy. You now have thirty seconds to write some notes to help you. You are going to talk about a custom you enjoy.

I: (*Candidate's name*), please start.

C: (*Talks.*)

Follow-up questions

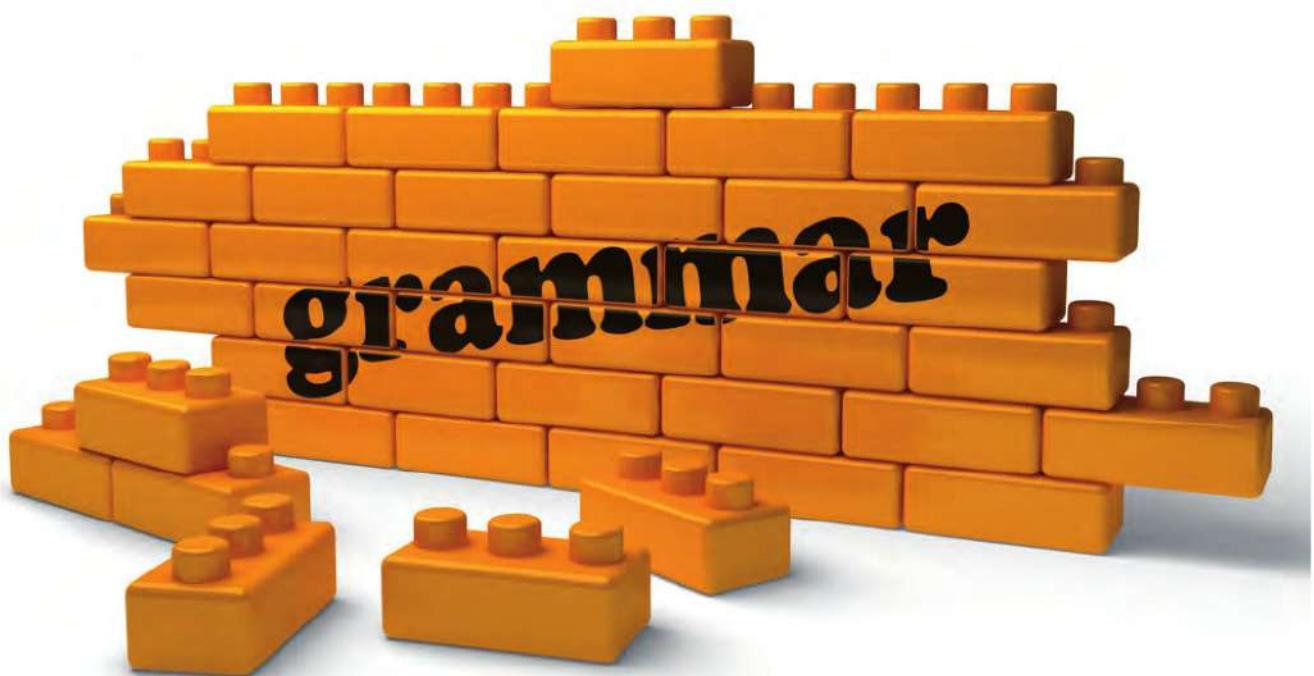
- Why is it important to keep traditions and customs?
- Why do people enjoy celebrating customs?
- Is it possible to create new customs (Why?)
- What kind of things do people do to prepare for a special occasion?

I: Thank you, (*give candidate's name*). That is the end of the exam.

Grammar Reference

for

LanguageCert
Achiever B1



plural nouns

a. Regular Nouns

♦ Spelling Rules

The plural of nouns is formed with the suffix **-s**.

e.g. *bird - birds* *tree - trees*

☞ To form the plural of nouns ending in: **-o, -s, -sh, -ch** or **-x**, we add **-es**.

e.g. *dish - dishes* *watch - watches*
tomato - tomatoes *bus - buses*

ATTENTION!

We use **-s** with: *piano - pianos*, *photo - photos*,
radio - radios, *kangaroo - kangaroos*

as well as all nouns derived from language other than English (foreign words which are used in English) and abbreviations of longer words (e.g. *photo*, which comes from *photograph*).

To form the plural of nouns ending in:

- ☞ **-y**, and preceded by a consonant, the **-y** turns into **-i** and **-es** is added. e.g. *lady - ladies*
- ☞ **-y**, and preceded by a vowel, we just add **-s**. e.g. *boy - boys*
- ☞ **-f** or **-fe**, the 'f' or 'fe' turns into **-ves**
e.g. *leaf - leaves /lɪ:vz/* *wife - wives /'waɪvz/*

There are some exceptions to this rule. Common exceptions include *cliffs*, *chiefs*, *roofs*, *dwarfs*, *giraffes* and *handkerchiefs*.

♦ Pronunciation Rules

The suffix **-s** of the plural is pronounced:

- ☞ **/s/** when the last sound of the noun is **/p/, /k/, /t/** or **/f/**
e.g. *book - books /bʊks/* *map - maps /mæps/*

- ☞ **/z/** when the last sound of the noun is a vowel or any consonant sound different from the ones above.

e.g. *pen - pens /penz/* *banana - bananas /bə'nɑ:nəz/*
day - days /deɪz/

The suffix **-es** of the plural is pronounced:

- ☞ **/ɪz/** when the noun ends in: **-ss, -ch, -sh, -x, -ce, -ge** or **-se**.
e.g. *glass - glasses /'glɑ:sɪz/* *peach - peaches /'pi:tʃɪz/*
dish - dishes /'dɪʃɪz/ *box - boxes /'bɒksɪz/* *orange - oranges /'brɪndʒɪz/*
sentence - sentences /'sentənsɪz/

☞ **/vz/** when the noun ends in **-f** or **-fe**.

e.g. *knife - knives /naɪvz/*

The suffix **-ies** of the plural is pronounced **/ɪz/**.

e.g. *family - families /'fæmilɪz/*

b. Irregular Nouns

The following nouns form the plural irregularly:

| | |
|------------------|-----------------|
| child - children | man - men |
| woman - women | foot - feet |
| mouse - mice | ox - oxen |
| fish - fish | goose - geese |
| tooth - teeth | deer - deer |
| sheep - sheep | person - people |

countable / uncountable nouns

Countable nouns are nouns which can be counted using numbers. e.g. *one pupil*, *two chairs*, *three bikes*

These nouns have singular and plural forms and in the singular they can be used with the indefinite article *a* / *an*.

e.g. *a woman - women* *an exercise - exercises*

Uncountable nouns are nouns that cannot be counted using numbers, but which can be used with expressions of quantity.

e.g. *bread, cheese, ham, milk*

These nouns are followed by a singular verb, they don't have plural forms and they cannot be used with the indefinite article or numbers. e.g. *There's sugar in the jar*.

To talk about the quantity of uncountable nouns we use the following expressions:

| | |
|-----------------------------|---------------------------|
| a bottle of (water) | a kilo of (flour) |
| a piece of (cheese) | |
| a tin/can of (coke) | a packet of (rice) |
| a bar of (chocolate) | |
| a carton of (juice) | a slice of (cake) |
| a cup of (coffee) | |
| a glass of (wine) | a loaf of (bread) |

e.g. *We've got two kilos of flour.*
There are two bars of chocolate on the table.

some / any

is used in affirmative sentences with:

a. countable plural nouns:

e.g. *There are some apples in the basket.*

b. uncountable nouns: e.g. *There's some lemonade in the fridge.*

any is used in interrogative and negative sentences with:

a. countable plural nouns:

e.g. *Are there any apples in the basket?*

There aren't any apples in the basket.

b. uncountable nouns:

e.g. *Is there any lemonade in the fridge?*

There isn't any lemonade in the fridge.

(not) many / (not) much / a lot of /**How many...? / How much...?**

many is used with countable plural nouns, in interrogative and negative sentences mainly.

e.g. *I've got many books.*

Have you got many books?

I haven't got many books.

much is used with uncountable nouns, in interrogative and negative sentences mainly.

e.g. *There's much sugar. Is there much sugar?*

There isn't much sugar.

a lot of is used with countable plural nouns and uncountable nouns, in affirmative sentences mainly.

e.g. *There are a lot of students in the classroom.*

There's a lot of fruit in the basket.

How many...? is used with countable plural nouns and the answer is usually a *number* or a sentence with (not) *many* or *a lot (of)*.

e.g. *How many oranges have you got?*

I've got ten. I've got a lot. I haven't got many.

How much...? is used with uncountable nouns and the answer is usually either a quantity expression or (not) *much* or *a lot (of)*.

e.g. *How much bread have we got?*

We've got a loaf. We've got a lot.

We haven't got much.

subject pronouns the verb 'to be'

The **personal pronouns** are:

| | | | | |
|----|-----|------|-----|----|
| I | you | he | she | it |
| we | you | they | | |

Personal pronouns are used in the place of a noun

(e.g. Mary, Mr. and Mrs. Brown, the tree, the animals).

e.g. *She is a teacher.*

he and **she** are used for people; **it** for animals, things and abstract meanings. **he** and **she** can be used when we refer to animals, especially when we want to define their gender or when we are talking about pets (domestic animals).

| | |
|---------------------|-------------------|
| e.g. Mr. Smith - he | Jenny - she |
| the cat - it | the computer - it |

they is used for people, animals or things.

e.g. *students - they* *dogs - they* *tables - they*

I is always capitalised (written with a capital letter).

you is the same in singular and plural.

this / that – these / those

We use **this is...** in singular and **these are...** in plural, to point out people, animals or things that are close to us.

e.g. *This is a tiger. These are flamingos.*

We use **that is...** in singular and **those are...** in plural, to point out people, animals or things that are far from us.

e.g. *That's a cat. Those are penguins.*

Questions are formed by inverting **this**, **these**, **that** or **those** and the verb.

e.g. *Is this a tiger? Are these flamingos?*

Is that a cat? Are those penguins?

For questions with **this / that**, form the short answer with **it**.

| | | | |
|------------------------------|--------------------|-----------------------|----------------------|
| e.g. <i>Is this a tiger?</i> | <i>Yes, it is.</i> | <i>Is that a cat?</i> | <i>No, it isn't.</i> |
|------------------------------|--------------------|-----------------------|----------------------|

For questions with **these/those**, form the short answer with **they**.

| | |
|----------------------------------|-------------------------|
| e.g. <i>Are those flamingos?</i> | <i>Yes, they are.</i> |
| <i>Are those penguins?</i> | <i>No, they aren't.</i> |

who? – what?

who is used when we ask about a person, i.e. to find out his / her name or something about his / her identity.

e.g. Who is she? She's my sister.

Who is he? He's the president of the USA.

what is used when we ask about an animal or thing, or to find out the name of someone's job.

e.g. What's a penguin? It's a bird.

What is she? She's a writer.

What is this / that?,

The answer here is: It's a / an + singular noun.

e.g. What's this? It's an eagle.

What are these / those?, The answer is They're + plural noun.

e.g. What are those? They're bears.

possessive adjectives

Possessive adjectives are used before nouns and they show who something belongs to:

| | | | | |
|-----|------|-------|-----|-----|
| my | your | his | her | its |
| our | your | their | | |

We don't use the articles a / an or the before possessive adjectives. e.g. That's our car.

ATTENTION! When you write, don't confuse **your** with **you're** (you are), **its** with **it's** (it is) and **their** with **they're** (they are). e.g. What's that? It's a snake. Its name is Ziggy.

possessive pronouns

Possessive pronouns are used in the place of a noun and show who something belongs to.

| | | | |
|------|-------|--------|------|
| mine | yours | his | hers |
| ours | yours | theirs | |

ATTENTION! its is not used.

Possessive pronouns replace possessive adjective + noun.

e.g. This is my pen. This is mine.

This pen is mine. (instead of: This pen is my pen.)

We cannot use a / an or the before possessive pronouns.

e.g. That car is ours.

genitive - 'of' - whose?

We use the **genitive** to show who something belongs to.

The genitive is formed with:

–'s (apostrophe and s) at the end of names and singular nouns.

e.g. This is Emma's car. It's the girl's bicycle.

–' (apostrophe) at the end of regular plural nouns.

e.g. This is the boys' room.

–'s (apostrophe and s) at the end of irregular plural nouns not ending in -s

e.g. These are the policemen's cars.

The children's laptop is new.

We use 'of' to show that something is a part of another thing. a / an or the can be placed between 'of' and the noun.

e.g. The window of the house is broken.

When we want to say that something belongs to an animal, we can add 's to the noun or use "of".

e.g. The dog's house is in the garden.

or The house of the dog is in the garden.

ATTENTION! Notice the difference:

This is John's picture. (It belongs to John)

This is a picture of John. (It shows John)

imperatives - object pronouns

The **imperative** is used when we ask or order someone to do something, when we give orders and, sometimes, when we invite someone to do something. It is formed using the simple form of the verb, and the subject (you) is always omitted (left out). The verb remains in the same form, whether talking about one or many people; this form is called the simple form or the bare infinitive (the infinitive without to), i.e. come, go etc.

e.g. Come to my house. Go to your room.

To plead with someone to do something, we put **please** at the beginning or end of the sentence.

e.g. Please open the door.

or, Open the door, please.

The negative imperative is formed by placing **don't** before the verb.

e.g. Please don't push!

Please don't wait for me.

When we want to recommend doing something, we use **let** with the **object pronoun** of the 1st or 3rd person singular or plural and the simple form of the main verb (the bare infinitive).

e.g. Let me go. Let him play. Let's (Let us) go.

let's is the more common form.

In the negative we use **not** after **let's**.

e.g. Let's not stay at home tonight.

object pronouns

The **object pronouns** are:

| | | | | |
|----|-----|------|-----|----|
| me | you | him | her | it |
| us | you | them | | |

Object pronouns are used as the object of a verb, or after prepositions.

e.g. You can't see me. Look at him.

Object pronouns replace nouns which have been mentioned before or are inferred.

e.g. This is Lucy's book. Give it to her.

there is / there are

We use **there is** (**there's**) in the singular and **there are** in the plural to say that something exists.

e.g. There is / There's a man at the door.

There are trees in the garden.

In questions we invert **there** and **is / are**.

e.g. Is there a museum in your town?

Are there two chairs in the room?

In the negative we use **isn't** (**is not**) or **aren't** (**are not**).

e.g. There isn't a car in the garage.

There aren't any glasses on the table.

In short answers we use **there is / are** in the affirmative and **there isn't / aren't** in the negative.

e.g. Is there a bank near here?

Yes, there is. No, there isn't.

Are there three pens on the table?

Yes, there are. No, there aren't.

prepositions of place

The most common **prepositions of place** are:

| | |
|-------------|---|
| at | e.g. He's standing at the door. |
| in | e.g. The ruler is in the drawer. |
| on | e.g. The book is on the shelf. |
| opposite | e.g. His house is opposite ours. |
| next to | e.g. The bank is next to the cinema. |
| in front of | e.g. He is standing in front of the church. |
| behind | e.g. The dog is behind the tree. |
| near | e.g. His house is near the school. |
| over | e.g. There's a picture over the desk. |
| under | e.g. The cat is under the bed. |
| between | e.g. The school is between the bank and the museum. |

To ask about the place in which someone or something is located we use **Where...?**

e.g. Where's the cat? It's under the sofa.

present continuous

Present Continuous is formed using the present simple of the verb **to be** and the **present participle** of the main verb. In short answers we use only the subject and the verb **to be**.

e.g. Are you working? Yes, I am. No, I'm not.

Is she studying? Yes, she is. No, she's not. / No, she isn't.

Spelling Rules

The **present participle** is formed if we add the suffix **-ing** to the simple form of the verb.

e.g. do - doing wait - waiting play - playing

To form the **present participle** of verbs ending in:

- ☞ one consonant, preceded by only one vowel in the same syllable where the verb is stressed on the last syllable, the last consonant is doubled when we add **-ing**.

e.g. put - putting run - running

ATTENTION! Verbs ending in **-el** double the **-l** when forming the **present participle** even if they aren't stressed on the last syllable. e.g. travel - travelling

To form the **present participle** of verbs ending in:

- ☞ one **-e**, the **-e** is left out when we add **-ing**.

e.g. have - having write - writing

- ☞ **-ie**, the **-ie** turns into **-y** and we add **-ing**.

e.g. lie - lying die - dying

The **present participle** remains the same in all persons, singular and plural.

Usage

We use the **Present Continuous** to talk about:

- something happening at the moment we are speaking, where we are not interested in when it started or when it will end: e.g. Be quiet! Tommy is sleeping.
- something happening temporarily:

e.g. She's not working this month.

We often use the **Present Continuous** with **now** and **at the moment**, or to talk about something happening temporarily **today**, **this week** or **this year**, etc. These time expressions are used at the end of the sentence.

e.g. They're playing tennis now.

She's watching TV at the moment.

He's playing for Poland this year.

prepositions of movement

The most common prepositions expressing movement or direction are:

| | |
|----------------|---|
| to | e.g. We're going to the cinema. |
| into | e.g. They're going into the church now. |
| out of | e.g. She's coming out of the bank now. |
| along | e.g. The boy is riding his bike along the street. |
| across | e.g. They're running across the street. |
| up | e.g. He's walking up the hill. |
| down | e.g. She's walking down the hill. |
| through | e.g. He's walking through the forest. |
| over | e.g. They're cycling over the bridge. |

adverbs of manner - how?

Adverbs of manner show the way something is done and they are formed by adding the suffix **-ly** to the adjective form of the word. e.g. quick - quickly careful - carefully

ATTENTION!

- ☞ When the adjective ends in **-y**, the **-y** turns into **-i** and we add **-ly**.
e.g. easy - easily happy - happily
- ☞ When the adjective ends in **-le**, the **-e** is left out and we add **-y**.
e.g. simple - simply gentle - gently
- ☞ Some adverbs, don't follow this rule:
e.g. good - well hard - hard
fast - fast late - late

Adverbs of manner are usually positioned **after** the verb. If there is an object in the sentence, then they are used **after the object**.

e.g. She's singing beautifully.

She's singing the song beautifully.

To find out the way something is done we ask questions using **how?** e.g. How is he driving? He's driving fast.
How are they playing? They're playing well.

which one - which ones?

which? has the meaning of choice, i.e. who or what you choose out of the many choices that are available, and it can be used for people or things.

e.g. Which boy is your brother? Which dress is yours?

In answering a question, to avoid repetition of a singular noun we use **one (ones)** for plural nouns).

e.g. Which bike is Mary's? The red one.

Which one is your car? The small one.

Which flowers do you like? The yellow ones.

present simple

Present Simple is formed in the affirmative using the simple form of the verb and the suffix **-s** in the third person singular. To form the interrogative in the **Present Simple** we use the auxiliary verb **do** before the subject, which turns into **does** in the third person singular.

do and **does** are also used in questions beginning with question words. e.g. Where does he live? What do they do?
When does she wake up?

To form the negative we use the auxiliary verb **not**, i.e. **do not**, or, contracted, **don't** /dənɒt/, and the third person singular **does not**, or **doesn't** /dəznt/. The (main) verb in the negative is always in the simple form.

e.g. I don't speak German. He doesn't like football.

In short answers, we use only the auxiliary verb **do / don't** or **does / doesn't** after the subject.

e.g. Do you live here? Yes, I do. No, I don't.

Does he work in a bank? Yes, he does./ No, he doesn't.

Spelling Rules

To form the third person singular of verbs ending in:

☞ **-o, -s, -sh, -ch or -x**, we add **-es**,

e.g. go - goes miss - misses wash - washes
watch - watches

☞ **-y**, preceded by a consonant, the **-y** turns into **-i** and we add **-es**. e.g. carry - carries reply - replies

Pronunciation Rules

The pronunciation of the suffix **-s** in the third person singular changes depending on the sound before it, i.e. when the verb ends in:

☞ a /p/, /k/ or /t/ sound, the suffix **-s** is pronounced /s/,
e.g. stop - stops /stɒps/ ask - asks /a:skz/ start - starts /stɑ:ts/ laugh - laughs /la:fz/

☞ an /s/, /ʃ/, /tʃ/, /ks/, /z/ or /dʒ/ sound, the suffix **-s** is pronounced /tʃ/,
e.g. kiss - kisses /kɪsɪz/ finish - finishes /fɪnɪʃɪz/
watch - watches /'wɔ:tʃɪz/ fix - fixes /fɪksɪz/
lose - loses /lu:zɪz/ manage - manages /'mænɪdʒɪz/

☞ any other sound of a consonant or a vowel, the suffix **-s** is pronounced /z/.

e.g. run - runs /rʌnz/
need - needs /nɪ:dz/
blow - blows /bləʊz/

move - moves /mu:vz/
sing - sings /sɪŋz/

ATTENTION!

do /du:/ is irregular in the pronunciation of the third person singular: **does** /dʌz/.

Usage

We use the **Present Simple** when we talk about:

- a. habits or repeated actions e.g. We usually have lunch at 2:00.
- b. permanent states e.g. He lives in Rome.
- c. general truths e.g. The sun rises in the East.

prepositions of time

The preposition **in** is used to refer to:

- a. the seasons of the year, e.g. It is very hot in summer.
 - b. the months, e.g. My birthday is in October.
 - c. parts of the day
- e.g. I do my homework in the morning / the afternoon / the evening.

The preposition **on** is used to refer to:

- a. days, e.g. She often plays tennis on Mondays.
 - b. parts of a specific day,
- e.g. We go to the pool on Tuesday mornings / Thursday afternoons / Sunday evenings.
- c. dates. e.g. Her birthday is on 14th August.

The preposition **at** is used to refer to:

- a. hours, e.g. We go to bed at 11:00.
 - b. parts of the day,
- e.g. She's always at home at noon / night / midnight.
and the weekend,
We usually visit our grandma at the weekend.
- c. meals,
- e.g. We always meet at breakfast / lunch / dinner.
- d. celebrations seasons.
- e.g. They often go abroad at Christmas / Easter.

ATTENTION! Remember it is **on** Christmas day and **on** Easter Sunday

adverbs of frequency

Adverbs of frequency show how often something happens. Some of the main **adverbs of frequency** are:

| | | | |
|---------------|----------------|--------------|------------------|
| always | usually | often | sometimes |
| rarely | never | ever | |

Adverbs of frequency go before the main verb of the sentence.

e.g. She always goes out in the evenings.

Does she always go out in the evenings?

She doesn't always go out in the evenings.

If the main verb of the sentence is the verb **to be**, the adverb of frequency goes after it.

e.g. He's always tired.

She's never at home.

In short answers, the adverb of frequency goes before the auxiliary verb or the verb **to be**.

e.g. "Do you often send emails?"

"Oh yes, I often do."

"Is he ever at home in the morning?"

"No, he never is."

The adverb **never** is a negative word and, therefore, it is used with an affirmative verb.

e.g. I never go to bed early.

expressions of frequency

We use other expressions to show how often something happens:

every day/week/month/year

once / twice / three times a day/week/month/year

e.g. I go to the gym every day. We meet once a week.

He travels abroad three times a year.

How often...?

We use **how often...?** to find out how often something happens.

e.g. How often do you travel abroad?

How often does he go to the theatre?

The answer is usually given using one of the adverbs of frequency or some expression of frequency.

e.g. I often meet my friends.

He goes to the theatre once a month.

present continuous or present simple?

The difference between the **Present Continuous** and the **Present Simple** is that we use:

a. Present Continuous to talk about something happening at the moment of speaking (in cases where we are not interested in when it began and when it will end) or about something happening temporarily

e.g. *The children are getting ready for school.*
We are staying in a hotel at the moment.

b. Present Simple to talk about habits or repeated actions, permanent states and general truths

e.g. *We go to school every morning.*
They live in Geneva.
The Earth goes around the Sun.

stative verbs

Some verbs cannot, as a rule, be used in continuous tenses. These verbs usually describe states and not actions and we call them **stative verbs**. Some of these verbs are:

| | |
|-------------------|--|
| have | e.g. <i>I have (got) a cat and a dog.</i> |
| come from | e.g. <i>Where does he come from?</i> |
| like | e.g. <i>I like music.</i> |
| love | e.g. <i>She loves children.</i> |
| prefer | e.g. <i>We prefer coffee to tea.</i> |
| hate | e.g. <i>I hate cold weather.</i> |
| want | e.g. <i>He wants a drink.</i> |
| need | e.g. <i>She needs a rest.</i> |
| think | e.g. <i>I think we must go now.</i> |
| believe | e.g. <i>I believe in God.</i> |
| know | e.g. <i>Do you know Mrs. Smithers?</i> |
| mean | e.g. <i>What does this word mean?</i> |
| understand | e.g. <i>We don't understand you.</i> |
| remember | e.g. <i>I don't remember his name at the moment.</i> |
| forget | e.g. <i>She always forgets to lock the door.</i> |

past simple

past time expressions

Past Simple is often combined with expressions referring to a specific time in the past, such as:

yesterday - yesterday morning/afternoon/evening -
last night/Monday/week/month/year -
in 2019 / 1997

Past Simple can also be combined with the adverb **ago**, which is put after an expression describing time.

e.g. *He was in London a week ago.*
Where were you three days ago?
She wasn't here a month ago.

past simple regular verbs

The **Past Simple** of **regular verbs** is formed, in the affirmative, when we add the suffix **-ed** to the simple form of the verb.

e.g. work - worked start - started

To form the interrogative in the **Past Simple** we place the auxiliary verb **did** (past simple of **do**) before the subject. The main verb in the interrogative is always in the simple form.

e.g. *Did you have a good time at the party?*
Did she stay long in Madrid?

did is also used in questions beginning with question words.

e.g. *Where did they go on holiday?*
When did he arrive?

To form the negative we use **did not**, or, contracted, **didn't**. The main verb in the negative is always in the simple form.

e.g. *Mary didn't work yesterday.*
We didn't like the film.

In short answers we use only the auxiliary verb **did / didn't** after the subject.

e.g. *Did she open the door?*
Yes, she did. No, she didn't.

Spelling Rules

When we add the suffix **-ed**, we should be careful with the following spelling rules:

- When the verb ends in **-e**, we add the suffix **-d**.
e.g. *like - liked* *die - died*
- When the verb ends in one consonant, preceded by one stressed vowel, the final consonant is doubled and then we add the suffix **-ed**:
e.g. *stop - stopped*

ATTENTION! When the verb (in British English) ends in **-el**, the **-l** is 'doubled' even if it is not stressed on the last syllable.

e.g. *travel - travelled*

- When the verb ends in **-y**, and there is a consonant before it, the **y** turns into **i** and then we add the suffix **-ed**.
e.g. *reply - replied* *carry - carried*

Pronunciation Rules

The suffix **-ed** is pronounced:

- ☞ /t/ when the verb ends in the sounds /p/, /k/, /f/, /s/,
/ʃ/, /tʃ/ or /ks/;
e.g. work - worked /wɜ:kɪd/ miss - missed /mɪsɪd/

- ☞ /ɪd/ when the verb ends in the sound /t/ or /d/;
e.g. need - needed /nɪ:dɪd/ want - wanted /wɒntɪd/

- ☞ /d/ when the verb ends in the sound of a vowel or any other consonant. e.g. play - played /pleɪd/ live - lived /lɪvd/

Usage

We use the **Past Simple** to talk about an action that happened at a **specific time** in the past. That time can either be mentioned in the sentence or inferred.

e.g. Columbus discovered America (in 1492).

They moved to New York last year.

Why? - Because

We use **why** in questions to find out the reason why something was done, and **because** in the answer to give the reason.

- e.g. Why wasn't Tony at school? Because he was ill. Why did you leave early? Because I was very tired.

past simple irregular verbs

Some verbs don't follow the rules we have seen so far to form the **Past Simple**.

- e.g. have - haddo - did write - wrote buy -
bought see - saw

To conjugate and use the **irregular verbs** do the same as with the regular ones.

have breakfast / a shower / a good time

The verb **have** is sometimes used instead of other verbs, giving several different meanings depending on the context:

have breakfast / lunch / dinner

have a bath / a shower

have a drink / a cup of coffee

have a good / bad time

have a lesson When **have** is used to give these meanings:

- a. it can be used in continuous tenses,
e.g. *Liz is having a shower at the moment.*
- b. it forms the interrogative, negative and short answers with the appropriate auxiliary verb,
e.g. *Is he having a bath?* Yes, he is.
Do you usually have lunch at home? No, I don't.
Did they have a good time? Yes, they did.

She isn't having a good time.

I don't have tea for breakfast.

We didn't have a rest in the afternoon.

- c. It is not followed by **got**.

be going to & future time expressions

The future with **be going to** is formed with **am / is / are going to** and the simple form of the main verb.

To form the interrogative we invert the auxiliary **am / is / are** and the subject. e.g. *Are they going to swim?*

The negative is formed with the negative **not** positioned directly after the auxiliary verb.

e.g. *We are not / aren't going to see them.*

In short answers and contracted forms we do as with the verb **to be**.

e.g. *Are you going to come with us? Yes, I am. / No, I'm not.*

Is she going to play tennis? Yes, she is. / No, she isn't

Usage

We use **be going to** and the simple form of the main verb to:

- a. talk about a future action that the subject plans or intends to do or carry out.

e.g. *She's going to visit her granny on Sunday.*

- b. make predictions about the immediate future.

e.g. *Look at those clouds: it's going to rain.*

future time expressions

be going to is often used with time expressions referring to the future, such as:

tomorrow next week/month/year soon

in a minute / a day / a week / a year

in 2039, in 2105

future simple

Future Simple is formed using the auxiliary verb **will** and the simple form of the main verb.

To form the interrogative we invert **will** and the subject.

e.g. *Will you come with us?*

Will she be here tomorrow?

will is also used in questions beginning with question words.

e.g. *When will they arrive?*

Where will she go?

The negative is formed with **will not** or **won't** /wəʊnt/.

e.g. *I will not / won't go to bed early.*

We will not / won't go to the party.

In short answers we use the subject with **will** or **won't**.

e.g. *Will she play tennis?*

Yes, she will. *No, she won't.*

Will you go to Rome? *Yes, we will.* / *No, we won't.*

Usage

We use **Future Simple** to:

- talk about something we know or we think will

happen in the future,

e.g. *Our life will be better in ten years.*

- express a decision we have made **at** or just **prior to** the moment of speaking.

e.g. *"The phone is ringing."* *"I'll answer it."*

question words

what?

We use **what** when we want to find out the identity of an animal or a thing, to ask the name, the job or the nationality of a person or to ask about actions.

| | |
|--------------------------------|---------------------------|
| e.g. "What's this animal?" | "It's a hippo." |
| "What's the capital of Spain?" | "It's Madrid." |
| "What's his name?" | "Jonathan." |
| "What's his nationality?" | "He's English." |
| "What are you doing?" | "I'm playing basketball." |

who?

We use **who** to find out someone's identity, i.e. his/her name or something defining him/her.

e.g. "Who's your best friend?" *Gina is.*

"Who is he?" *He's a famous actor.*

which?

We use **which** for questions about people, animals or things when we want to choose from a set number of options. It is different from **who?** and **what?** because it implies there is a choice.

e.g. "Which boy is your brother?" *The blond one.*

"Which pencils are hers?" *The ones on the desk.*

whose?

We use **whose** to ask whom something belongs to.

e.g. "Whose bike is this?" *It's John's.*

where?

We use **where** to find out the location of a place (or person) or directions to it.

e.g. "Where is Sammy?" *She's in the bathroom.*

"Where are they going?" *To the cinema.*

when?

We use **when** to ask about the time something was, is or will be done.

e.g. *"When do you have lunch?"* *I usually have lunch at 2:00.*

"When will they come?" *They will come tomorrow.*

"When did you see him?" *I saw him yesterday.*

why?

We use **why** to find out the reason why something is/was done.

e.g. *"Why are you late?"* *"Because I missed the bus."*

how?

We use **how** to find out the way something is done or to ask about someone's health.

e.g. *"How does he swim?"* *He swims very well.*

"How are you?" *I'm fine, thanks.*

We also use **how** with adjectives to ask about dimensions of things or people (i.e. height, width, etc.)

e.g. *How high is that mountain?*

How long is the river Nile?

How tall is he?

Note the following expressions with **how...?**

How often do you play football?

How long did you stay in London?

How long ago were you in London?

How soon are you going to finish?

How old are you?

present perfect simple

Present perfect simple is formed with the present simple of the verb **have** and the **past participle** of the main verb.

■ **Affirmative** *I have eaten - She has eaten*

■ **Interrogative** *Have I eaten? - Has she eaten?*

■ **Negative** *I haven't eaten - She hasn't eaten*

have/has are used in questions beginning with question words.

e.g. *Where has Jason gone?*

In short answers we use only the subject and **have/haven't** or **has/hasn't**.

- e.g. *Have you finished? Yes, I have. / No, I haven't.*
Has he finished? Yes, he has. / No, he hasn't.

SPELLING RULES

The **past participle** of regular verbs is formed with the suffix **-ed** at the end of the simple form of the verb.

ATTENTION

The **past participle** of many verbs is formed irregularly. As in the case of past simple, the past participle of irregular verbs needs to be memorised. There is a list of irregular verbs at the back of this book.

USAGE

Present perfect simple is used to describe: an action that happened in the past, but the time is *not mentioned* nor inferred, and we can see the *result(s)* of that action at present:

- e.g. *Have you finished your work?*
Yes, I have. We can go home now.
Someone has broken the Chinese vase.

actions or states that began in the past and are *still going on* or continue to stand at present:

- e.g. *We've known each other for ten years.*

an action that happened once or more times in a time period that *hasn't ended yet*. In this case we use time expressions such as: **today, this afternoon/evening/year/week**, etc.

- e.g. *He has called me four times this month.*
I haven't seen him this morning.

an action that *has just been completed*. In this case we often use **just** and **recently** after **have/has** and before the **past participle**:

- e.g. *She has just finished her homework.*
Peter has recently found a new job.

Present perfect simple is often used with the **adverbs**:

ever in negative sentences and questions after the auxiliary **have/has** and before the **past participle**:

- e.g. *Have you ever travelled abroad?*
She hasn't ever visited Lisbon.

never in negative sentences with an affirmative verb after the auxiliary verb **have/has** and before the **past participle**:

- e.g. *I have never been to Japan.*

always after the auxiliary **have/has** and before the **past participle**: e.g. *He has always wanted to become a doctor.*

already in affirmative and interrogative sentences after the auxiliary **have/has** and before the **past participle**, but it can also be used at the end of the sentence for emphasis:

- e.g. *She has already read the report.*

Has he arrived already?

yet at the end of negative and interrogative sentences,

- e.g. *Have you finished yet?*
I haven't finished yet.

so far at the beginning or end of affirmative, negative and interrogative sentences,

- e.g. *How many exercises has he finished so far?*
So far, he has finished three exercises.

still before the auxiliary **have**,

- e.g. *We still haven't finished our homework.*

before at the end of affirmative, interrogative and negative sentences,

- e.g. *Have you met him before?*
I haven't done this job before.

up to/till/until now at the beginning or end of affirmative and negative sentences and at the end of interrogative sentences.

- e.g. *He hasn't found a solution up until now.*
What have you done up to now?

since & for

Present perfect simple is often used to describe an action which began in the past and is still going on until now.

To talk about how long this action has taken place we use:

since + a past point in time (then)

- e.g. *I have known him since Monday/2016/last month*

for + a time period (that long)

- e.g. *I have known him for three days./a long time.*

since can be a **preposition** (e.g. *since 1942*) or a **conjunction** introducing a time clause (e.g. *since he was 20 years old*).

When **since** introduces a time clause, because it describes a specific time in the past, the verb of the time clause is in **past simple**.

e.g. *He has lived here since he was 20 years old.*

To ask about how long a state or an action has lasted, we use **how long...?** To answer, we usually use **for** or **since**.

e.g. *How long have you known him?*

I've known him for ages/since school days.

modals

may

The modal verb **may** is used to express the possibility of something either happening or existing in the present or future.

e.g. *It's cloudy. It may rain later.*

The modals **may** is followed by infinitive without **to** and their negatives are formed with **not** (*may not* and *might not*).

e.g. *He may come back later.*

He may not come back later.

may is not used in questions when they express possibility.

e.g. *Is it going to rain? or Will it rain?*

But not: *May it rain?*

can

ability

can is a modal verb, i.e. a verb which goes with other verbs. It is followed by the simple form of the main verb and it remains the same in all persons, singular and plural. **can** indicates that someone has the mental or the physical ability to do something.

e.g. *I can play tennis. We can use a computer.*

In the negative we use the form **cannot** /'kænɒt/, which is one word, or **can't** /kɑːnt/, which is more common in spoken English.

e.g. *I cannot play the piano.*

He can't speak German.

In the interrogative, **can** goes before the subject of the main verb. e.g. *Can you swim?*

In short answers we don't repeat the main verb following **can**.

e.g. *Can you help me? Yes, I can. No, I can't.*

Also, we don't repeat the main verb when it is inferred.

e.g. *My brother can play chess but I can't.*

permission

can is used to ask for permission.

e.g. *Can I watch TV now?*

To ask politely we use **excuse me** at the beginning of the sentence or **please** at the end of the sentence.

e.g. *Excuse me, can I use your iPhone?*

Can we go out, please?

must

must is a modal verb which is followed by the simple form of another verb.

To form the interrogative we invert **must** and the subject

e.g. *Must I wake up early? Must you leave now?*

The negative is formed with **not** coming after **must**.

e.g. *You must not / mustn't smoke in here.*

In short answers we only use **must** or **mustn't** after the subject.

e.g. *Must I cut the grass? Yes, you must. No, you mustn't.*

Usage

In affirmative sentences **must** indicates:

a. obligation or necessity to do something,

e.g. *We must be at the office at 9:00.*

b. insistence. e.g. *You must see that film.*

In negative sentences, **must not** or **mustn't** indicates **prohibition** or the necessity **not to do something**.

e.g. *You must not write on the walls.*

must - have to

must and **have to** are both used to express obligation.

The modal **must** is always followed by the bare infinitive of another verb. The structure for questions is formed by inverting the subject and **must**. The negative is formed by adding **not** after **must**.

e.g. *I must meet him again tomorrow.*

Must I cut the grass?

Yes, you must. / No, you mustn't.

Use:

In affirmative sentences **must** expresses the existence of a need or obligation for something to happen or a strong recommendation.

e.g. *You must be at his office by 10:00.*

You must have a rest.

have to

Because the modal **must** can only be used in the Present Simple tense, all other tenses are formed with **have to**.

have to is also used to express **need** or **obligation**.

In affirmative sentences, when we refer to a specific instance/situation, **have to** is synonymous to **must**.

e.g. *I stayed at home yesterday because I had to write some emails.*

We will have to get there early.

I have to/must study tonight.

To form questions and short answers with **have to** we use the auxiliary verb **do** in the form **do/does** or **did**.

e.g. *Do you have to visit him? Yes, I do. No, I don't*

Did he have to leave?

Yes, he did. No, he didn't.

The negative form of **have to** is **don't have to** and this expresses the idea that it is not necessary to do something or that you are not obliged to do something.

e.g. *I don't have to say it to him.*

[compare with: *I mustn't say it to him.*]

When **have to** expresses this meaning, we do not use continuous forms. In the Present Simple **have to** is often split by the word **got** (i.e. **have GOT to**), especially in spoken British English. If **got** is not used, then questions are formed with **do/does**. The negative is formed with **not** and does not use the word **got**.

e.g. *I have to go now. I have got to go now.*

Did he have to go? Have you got to go now?

I don't have to go now.

need

The verb **need** is used:

a. as a main verb that means "must have."

Negatives and questions in the past and present are formed with **do/does**, **did** and **not** in the same way as other verbs.

e.g. *Tom needs a new coat. Does John need a pencil?*

You don't need an umbrella. Did they need all that money?

b. as the auxiliary verb in negative sentences used instead of **don't have to**; it indicates the *lack of obligation* to do something.

e.g. *You don't need to/needn't reserve a room.*

passive voice

The difference between **active** and **passive voice** is that in **active voice** the subject acts (e.g. *The student gave the teacher a book.*), while in **passive voice** the subject doesn't act but, instead, 'receives' something by someone else (e.g. *The teacher was given a book by the student.*)

If the **active** verb has an object, it is called **transitive**; if it doesn't have an object, it is called **intransitive**.

Only **transitive** verbs can be used in **passive voice**.

To form the **passive voice** we use the verb **be** in the proper tense (i.e. **am/is/are**, **was/were**, **will be**, **have/has been** etc.) and the **past participle** of the main verb.

Passive Voice

| | |
|-----------------------|-------------|
| Present Simple | I am helped |
|-----------------------|-------------|

| | |
|--------------------|--------------|
| Simple Past | I was helped |
|--------------------|--------------|

To form questions we invert the **auxiliary verb** and the **subject of the verb**.

e.g. *Were the plants watered yesterday?*

Has the car been repaired?

To form negative sentences we add **not** to the auxiliary verb.

e.g. *This envelope must not be opened.*

The letter has not been typed yet.

To form short answers we use the **subject** and the **auxiliary verb**.

e.g. *Has the report been written?*

Yes, it has. / No, it hasn't.

Is the car being repaired?

Yes, it is. / No, it isn't.

ATTENTION

by + subject of the active is only used when it is necessary for the sentence to make sense. If the action has been done by some unknown person or people, or if some person is inferred, **by** is not used.

e.g. *Someone stole my car. My car was stolen.*

The police have arrested him. He has been arrested.

Passive Voice

USAGE

We use **passive voice** when:

we don't know the person who did the action or when it isn't important to mention him/her.

e.g. Many forests were burnt. (We don't know who burnt them.)

The office has been cleaned. (It's not important to mention who cleaned it.)

we want to focus on the action and not on the person who did it. **e.g.** A hospital is being built by an American company.

(The building of the hospital is more important than who builds it.)

gerund

The **gerund** is a noun in the form of the present participle of a verb (ending in -ing) and can be used:

a. as the **subject** of a sentence:

(The subject of a sentence is the person, place, thing, or idea that is doing or being something)

e.g. Walking always makes me tired.

b. as an **object** of a sentence:

(An object is the person or thing affected by the verb within a sentence) **e.g.** Tom doesn't like walking.

c. after **prepositions**:

e.g. He decided to take the bus instead of walking.

d. after the verbs: *admit, avoid, deny, be used to, confess,*

finish, imagine, keep, mind, prevent

e.g. I'm used to walking to work every day.

infinitive

The **to-infinitive** is used:

a. after the **verbs**:

ask, decide, hope, manage, need, plan, promise, try, want

e.g. He wants to talk to you.

b. after the **adjectives**: *afraid, difficult, important, easy,*

happy, nice, pleased, sad, sorry

e.g. I was pleased to hear about your promotion.

c. after the indefinite pronouns (i.e. something, anybody etc.)

e.g. There's someone to see you at the lounge.

adjectives:

- a.** have only one form for the three genders and they don't change in the plural,

e.g. It's a beautiful house.

They're beautiful girls.

- b.** can be preceded by an article only if they are followed by a noun,

e.g. He's a clever boy. but He's clever.

- c.** are used either before a noun or on their own.

e.g. This is a fast car. This car is fast.

Adjectives describing **nationality** are always written with a capital letter. **e.g.** American French Spanish

comparatives of adjectives

We add **-er** & **-est** to form comparatives and superlatives of **one syllable adjectives**:

cold **colder** (than) the **coldest** (of/in)

large **larger** (than) the **largest** (of/in)

big **bigger** (than) the **biggest** (of/in)

We add **-er** & **-est** to form comparatives and superlatives of **two syllable adjectives** ending in: **-r, -w;**

-ier, -iest to adjectives ending in: **-y** and **-ly**.

clever **cleverer** (than) the **cleverest** (of/in)

yellow **yellower** (than) the **yellowest** (of/in)

happy **happier** (than) the **happiest** (of/in)

friendly **friendlier** (than) the **friendliest** (of/in)

We use **more** & **most** to form comparatives and

superlatives of **two or more syllable adjectives** and

less & **the least** to form **negative** comparatives

and superlatives

modern **more modern** (than) the **most modern** (of/in)

difficult **more difficult** (than) the **most difficult** (of/in)

economical **less economical** (than) the **least economical** (of/in)

Note: Some **two-syllable adjectives** such as:

| | | |
|----------------|------------------|------------------|
| <i>clever,</i> | <i>common,</i> | <i>friendly,</i> |
| <i>gentle,</i> | <i>handsome,</i> | <i>modern,</i> |
| <i>narrow,</i> | <i>quiet,</i> | <i>shallow,</i> |
| <i>simple,</i> | <i>stupid,</i> | <i>tired</i> |

can form their comparatives and superlatives either with **-er** and **-est** or with more/less and most/least.

Irregular forms (adjectives/adverbs)

| | | |
|-------------------|----------------|----------------|
| good/well (=adv.) | better (than) | (the) best |
| bad/badly (=adv.) | worse (than) | (the) worst |
| a lot of | more (than) | (the) most |
| many | more (than) | (the) most |
| much | more (than) | (the) most |
| little | less (than) | (the) least |
| far | farther (than) | (the) farthest |
| far | further (than) | (the) furthest |

Irregular Verbs

| Infinitive | Simple Past | Past Participle |
|------------|--------------|-----------------|
| be | was, were | been |
| beat | beat | beaten |
| become | became | become |
| begin | began | begun |
| bend | bent | bent |
| bet | bet | bet |
| bind | bound | bound |
| bite | bit | bitten |
| blow | blew | blown |
| break | broke | broken |
| bring | brought | brought |
| build | built | built |
| burn | burned/burnt | burned/burnt |
| burst | burst | burst |
| buy | bought | bought |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| cost | cost | cost |
| cut | cut | cut |
| deal | dealt | dealt |
| dig | dug | dug |
| dive | dived | dived |
| do | did | done |
| draw | drew | drawn |
| dream | dreamt | dreamt |
| drive | drove | driven |
| drink | drank | drunk |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| fit | fit | fit |
| fly | flew | flown |
| forbid | forbade | forbidden |
| forget | forgot | forgotten |
| forgive | forgave | forgiven |
| freeze | froze | frozen |
| get | got | got/gotten |
| give | gave | given |
| go | went | gone |
| grow | grew | grown |
| hang | hung | hung |
| hear | heard | heard |
| hide | hid | hidden |
| hit | hit | hit |
| hold | held | held |
| hurt | hurt | hurt |
| keep | kept | kept |
| know | knew | known |
| lay | laid | laid |
| lead | led | led |
| leap | leapt | leapt |

Irregular Verbs

| Infinitive | Simple Past | Past Participle |
|------------|---------------------|---------------------|
| learn | learnt | learnt |
| leave | left | left |
| lend | lent | lent |
| let | let | let |
| lie | lay | lain |
| light | lighted/lit | lighted/lit |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| misspell | misspelled/misspelt | misspelled/misspelt |
| mistake | mistook | mistaken |
| mow | mowed | mowed/mown |
| overcome | overcame | overcome |
| overdo | overdid | overdone |
| overtake | overtook | overtaken |
| overthrow | overthrew | overthrown |
| pay | paid | paid |
| plead | pled | pled |
| prove | proved | proved/proven |
| put | put | put |
| quit | quit | quit |
| read | read | read |
| rid | rid | rid |
| ride | rode | ridden |
| ring | rang | rung |
| rise | rose | risen |
| run | ran | run |
| saw | sawed | sawed/sawn |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| set | set | set |
| shake | shook | shaken |
| shave | shaved | shaved/shaven |
| shed | shed | shed |
| shine | shone | shone |
| shoot | shot | shot |
| show | Showed | Showed/shown |
| shrink | shrank | shrunk |
| shut | shut | shut |
| sing | sang | sung |
| sink | sank | sunk |
| sit | sat | sat |
| sleep | slept | slept |
| slide | slid | slid |
| sling | slung | slung |
| sow | sowed | sowed/sown |
| speak | spoke | spoken |
| speed | sped | sped |
| spend | spent | spent |
| spill | spilled/spilt | spilled/spilt |
| spin | spun | spun |
| spit | spit/spat | spit |
| split | split | split |
| spread | spread | spread |
| stand | stood | stood |
| steal | stole | stolen |
| stick | stuck | stuck |
| sting | stung | stung |

Irregular Verbs

| Infinitive | Simple Past | Past Participle |
|------------|-------------|-----------------|
| stink | stank | stunk |
| strike | struck | struck |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tear | tore | torn |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| understand | understood | understood |
| upset | upset | upset |
| wake | woke | woken |
| wear | wore | worn |
| wind | wound | wound |
| win | won | won |
| write | wrote | written |

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Answer Key

Unit 1 Fashion

Vocabulary Practice

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

Words in Context & Reading Comprehension

A.: 1. D 2. D 3. D 4. A 5. C

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

Vocabulary Exercises

A. 1. b 2. b 3. a 4. a 5. d 6. c

B.
1. social media 2. earn
4. influence 5. go with
3. brand new
6. expensive

C.: 1. B 2. A 3. A

Unit 4 Shopping

Vocabulary Practice

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

Words in Context & Reading Comprehension

A.: 1. D 2. B 3. F 4. A

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

Vocabulary Exercises

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

B.
1. inexpensive 2. luxury
4. reasonable 5. collect
3. reduced 6. dear

C.: 1. B 2. A 3. B 4. C

Unit 2 Work and Jobs

Vocabulary Practice

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

Words in Context & Reading Comprehension

A.: 1. C 2. B 3. B 4. A

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

Vocabulary Exercises

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

B.
1. conference 2. trained 3. occupation
4. retire 5. department 6. focus

C.: 1. A 2. C 3. B 4. A

Unit 5 Customs

Vocabulary Practice

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

Words in Context & Reading Comprehension

A.: 1. A 2. B 3. C 4. A

B.: 1. F 2. F 3. F 4. F

Vocabulary Exercises

A. 1. b 2. a 3. d 4. b 5. c 6. c

B.
1. sale 2. zone 3. stall 4. give out
5. run 6. actually 7. miss

C.: 1. B 2. A 3. A

Unit 3 Tourism

Vocabulary Practice

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

Words in Context & Reading Comprehension

A.: 1. E 2. B 3. A 4. C

B.: 1. F 2. F 3. T 4. T

Vocabulary Exercises

A. 1. c 2. a 3. a 4. a 5. b 6. b

B.
1. traditional 2. abroad
3. Typically 4. accommodation
5. cultural 6. sightseeing 7. arrange

C.: 1. A 2. B 3. A

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